

College of Southern Idaho Head Start/Early 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 Early Head Start Goals for Infants/Toddlers to Be Ready for Preschool

- A. Children will express a choice or intention in words.
- B. Children will spontaneously identify self in a mirror or photograph.
- C. Children will verbally identify a problem before attempting to solve it.
- D. Children will accomplish some or all parts of a complex self-help task, such as hand washing, using the toilet or potty, or dressing.
- E. Children will seek out the primary caregiver to communicate needs and desires in words.
- F. Children will converse with an unfamiliar adult.
- G. Children will make a comment to another child.
- H. Children will name an emotion.
- I. Children will use words or phrases to talk about an emotion displayed by another child.
- J. Children will watch and try out some of the actions of a child playing nearby.
- K. Children will use one or more objects to stand for another.
- L. Children will use words or phrases to label an object he or she is drawing, building, or making.
- M. Children will use a sentence to identify an action in a picture or photograph.

- N. Children will use small objects in activities requiring precise coordination.
- O. Children will jump and be able to move their whole body.
- P. Children will pedal or attempt to pedal.
- Q. Children will walk, turn or jump to music.
- R. Children will act on an indirect (overheard) request or statement, or respond to an event.
- S. Children will initiate and engage in an activity for a sustained period of time and return to it at a later time.
- T. Children will sustain a verbal interchange with another person by taking two or more turns.
- U. Children will use sentence of four or more words.
- V. Children would use a phrase or sentence to talk about a person, animal, or object pictured in a book.
- W. Children will ask to hear a specific story, rhyme, or song.
- X. Children will use an object as a tool to complete a task.
- Y. Children will gather two or more similar objects from a variety of objects.
- Z. Children will say one standard or nonstandard number name while pointing to each of several objects.
- AA. Children will make an enclosure.
- BB. Children will use a word or words to indicate a past event.

*The goals are taken from the Infant/Toddler COR observation items.