



**Worcester Child Development Head Start Program
Worcester Public Schools**

School Readiness Goals

2017/2018

Social and Emotional Development

Goal #1: Children will begin to use simple strategies to resolve conflicts with peers.

Objectives	Action Plan	Expected Outcomes
Children will begin to recognize when they need help to solve a conflict.	Teachers will position themselves close to children as they are at play to ensure they are able to engage children in conversation about problem solving strategies when conflicts occur.	Children will communicate their need for support as they encounter a conflict.
Children will begin to accept support from adults to resolve conflicts.	Teachers will provide specific problem solving techniques and language for all children, including children who are dual language learners (DLL) and children with disabilities, to help them to resolve conflicts in appropriate ways.	Children will seek out teachers for support when a conflict occurs.
Children will begin to use socially appropriate behavior when solving a conflict.	Teachers will model for all children, including children who are dual language learners (DLL) and children with disabilities, language and methods to resolve conflicts in appropriate ways.	Children will begin to utilize appropriate behavior when experiencing a conflict.

Goal #2: Children will identify their own feelings and begin to express those feelings to others.

Objectives	Action Plan	Expected Outcomes
Children will demonstrate their understanding of their own emotions by identifying their feelings.	Teachers will provide a wide variety of opportunities for all children, including children who are DLL and children with disabilities, to label their emotions as they occur.	Children will recognize and label their own emotions.

Children are able to express their feelings about themselves in increasingly complex ways	Teachers will provide open-ended activities for all children, including children who are DLL and children with disabilities, which will allow their creativity, feelings, and ideas to be supported in their work in the classroom.	Children will gain a deeper sense of self as they express their ideas and feelings while involved in their activities.
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Language and Literacy

Goal #1: Children will build, use, and comprehend increasingly complex and varied vocabulary.

Objectives	Action Plan	Expected Outcomes
Children will be exposed to an increasingly complex vocabulary for a variety of purposes.	Teachers will identify meaningful vocabulary words on lesson plans, post the words in the classroom, and utilize these words in an authentic manner throughout the day.	Children will understand the meaning of a variety of vocabulary words that are used in an authentic context.
Children will comprehend varied vocabulary through engaging in meaningful verbal exchanges.	Teachers will engage all children, including children who are DLL and children with disabilities, in a variety of levels of conversations, individually and in small groups, to utilize vocabulary in a meaningful way.	Children will engage in conversations with adults and peers that demonstrate comprehension of an increasingly complex vocabulary.

Goal #2: Children can identify and discriminate the sounds within words, as separate from the word itself.

Objectives	Action Plan	Expected Outcomes
Children will gain an awareness of how syllables combine to create words.	Teachers will provide opportunities for all children, including children who are DLL	Children will discriminate between separate syllables in words during their

	and children with disabilities, to rhyme words through songs and poetry.	engagement in rhyming activities.
Children will become familiar with the sounds and phonemes in language.	Teachers will utilize small group activities and other conversational opportunities to highlight for children the differences and similarities between beginning and ending sounds of words.	Children will begin to recognize the beginning and ending sounds in words.
Approaches to Learning		
Goal #1: Children will show interest in varied topics and activities, an eagerness to learn, creativity, and independence in their interactions with activities and materials.		
Objectives	Action Plan	Expected Outcomes
Children will demonstrate eagerness to learn about and discuss a range of topics and ideas.	Teachers will plan activities that reflect the interests and developmental levels of all of the children in their classrooms, including children who are DLL and children with disabilities.	Children will eagerly explore activities that are provided in the classroom.
Children will approach play with flexibility and inventiveness.	Teachers will provide open-ended activities that will allow all children, including children who are DLL and children with disabilities, to use materials in a variety of ways. Teachers will invite children to share ideas as they are working with the materials.	Children will willingly offer ideas and creatively use materials during their play.
Goal #2: Children will demonstrate persistence when working with materials, activities, and information.		
Objectives	Action Plan	Expected Outcomes
Children will maintain attention on play in a focused manner.	Teachers will design the classroom environment so that all children, including	Children will utilize multiple resources to work persistently with materials, activities,

	children who are DLL and children with disabilities, are able to access a variety of open-ended materials independently.	and information in the classroom.
Children will complete the tasks at hand through challenges and frustrations.	Teachers will support all children, including children who are DLL and children with disabilities, by helping them to seek out multiple solutions for frustrations or challenges they may encounter during play.	Children will seek out and use multiple solutions to frustrations or challenges they may face during play.
Cognition		
Goal #1: Children will use math regularly and in everyday routines to count, compare, relate, identify patterns, and problem solve.		
Objectives	Action Plan	Expected Outcomes
Children will show curiosity and interest in counting and numbers.	Teachers will provide authentic opportunities for all children, including children who are DLL and children with disabilities, to explore counting and number sense through participation in activities that meet their interests.	Children will demonstrate an understanding of counting and numbers through their active engagement in authentic activities throughout the classroom.
Children will begin to use simple strategies to solve mathematical problems.	Teachers will provide activities that encourage all children, including children who are DLL and children with disabilities, to use a range of strategies (counting, subitizing, or matching) to compare and describe using math related terms.	Children will begin to understand and implement multiple strategies to solve problems using mathematical operations.
Children will participate in measuring activities.	Teachers will provide all children, including children who are DLL and children with disabilities, with opportunities to measure and compare length, size, and volume of materials while engaged in activities.	Children will become familiar with a variety of methods for measurement.

Goal #2: Children will use observation and manipulation, ask questions, make predictions, and develop hypotheses to gain a better understanding of information and activities in their surroundings.		
Objectives	Action Plan	Expected Outcomes
Children will use their senses to observe and explore classroom materials and natural phenomenon.	Teachers will provide opportunities for all children, including children who are DLL and children with disabilities, to actively participate in activities exploring man-made and natural materials and phenomenons in the classroom.	Children will gain a deeper understanding of materials in their classroom and in their environment.
Children will discuss predictions, explanations, and generalizations based on their exploration of materials.	Teachers will provide supportive opportunities, individually and in group settings, for all children, including children who are DLL and children with disabilities, to share their knowledge and past experiences with materials in their environment.	Children will be confident to share their ideas, predictions, and test out their hypothesis with teachers and peers.
Perceptual, Motor, and Physical Development		
Goal #1: Children will demonstrate control of large and small muscles for such purposes as balance, coordination, strength, control, and eye-hand coordination.		
Objectives	Action Plan	Expected Outcomes
Children will move with some balance and control.	Teachers will provide gross motor activities, such as walking, skipping, running, and climbing that will encourage all children to move with balance and	Children will demonstrate balance and control as they move throughout the classroom and the indoor and outdoor gross motor areas

	control.	
Children will coordinate movements to perform simple tasks.	Teachers will provide a wide range of opportunities for all children, including children who are DLL and children with disabilities, to actively engage in completing simple tasks, such as completing simple puzzles, block building, and kicking balls.	Children will take part in a variety of activities throughout the day that will allow them to move as they perform simple tasks.
Children will develop eye-hand coordination to use simple tools.	Teachers will provide all children, including children who are DLL and children with disabilities, with tools such as small containers for pouring, sorting trays, utensils for eating, to encourage the development of eye-hand coordination.	Children will utilize the simple tools provided daily in the classrooms to develop their eye-hand coordination.
Goal #2: Children will identify and practice healthy and safe habits as well as perform self-care tasks independently.		
Objectives	Action Plan	Expected Outcomes
Children will identify healthy and safe habits in the classroom.	Teachers will maintain classroom routines that support healthy and safe habits such as washing hands before eating, eating healthy foods, and brushing teeth.	Children will gain an understanding of what healthy and safe habits are and why they are an important component of important daily living.
Children will perform self-care tasks independently.	Teachers will provide visual charts and verbal explanations for children to refer to when completing simple self-care tasks such as toileting, nose blowing, and hand washing.	Children will be able to complete self-care tasks independently with the ability to refer to visual resources for clarification of procedures.

Approved by Policy Council _____

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