

HUDSON GUILD  
CHILDREN'S CENTER  
SCHOOL READINESS  
GOALS 2017 -2018

3 and 4-year-olds

# Approaches to Learning

School Readiness Goal	Program Goal	Alignment with Standards			Assessment Tools to Measure Goals	PD
Children will engage in learning by taking age-appropriate risks, independently problem-solving and persisting through failure.	Program Goal 3: Building staff capacity in order to increase effectiveness in role and enhance services to families.	Head Start Early Learning Outcomes Framework	Teaching Strategies Gold	Common Core	-Brigance Teacher Self Help and Social-Emotional Scales Report	Dec 2017- Brain Development in Young Children
		Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence. (p. 17)	Objective 11: Demonstrates positive approaches to learning (b) persists (d) shows curiosity and motivation	Persistence 5. Demonstrates persistence. a) Maintains focus on a task. c) Modifies strategies used to complete a task. (p. 11)	-Anecdotes  -TSG Checkpoint	Mar 2018- Head Start Early Learning Outcomes Framework
		Goal P-ATL 7. Child persists in tasks. (p. 19)	(e) Shows flexibility and inventiveness in thinking	Civics, Citizenship and Government 5. Demonstrates an understanding of roles, rights, and responsibilities. e) Describes possible consequences when rules are not followed. (p. 32)		June 2018- Transitioning and Pre-Academic Skills
Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior. (p. 19)						

# Social-Emotional Development

School Readiness Goal	Program Goal	Alignment with Standards			Assessment Tools to Measure Goals	PD
<p>Children will participate in cooperative play with peers, both taking the role of a leader and follower.</p>	<p>Program Goal 2, Hudson Guild will assist families in addressing health, mental health, nutrition concerns.</p>	<p>Head Start Early Learning Outcomes Framework</p>	<p>Teaching Strategies Gold</p>	<p>Common Core</p>	<p>-Brigance Parent Self Help and Social-Emotional Scales Report</p>	<p>Sept 2017 - May 2018 Trauma Smart Training</p>
		<p>Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children. (p. 30)</p>	<p>Objective 3: Participates cooperatively and constructively in group situations</p>	<p>Self Regulation 2. Regulates his/her responses to needs, feelings and events. (p. 15)</p>	<p>- Brigance Teacher Self Help and Social-Emotional Scales Report</p>	<p>Dec 2017- Brain Development in Young Children</p>
		<p>Goal P-SE 4. Child engages in cooperative play with other children. (p. 30)</p>	<p>(b) solves social problems</p>	<p>Relationship with Others 4. Develops positive relationships with their peers.</p>	<p>-Anecdotes</p>	
<p>Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children. (p. 31)</p>		<p>d) Sustains interactions by cooperating, helping, and suggesting new ideas for play. ( p. 16)</p>	<p>-TSG Checkpoint</p>			

# Language and Literacy

School Readiness Goal	Program Goal	Alignment with Standards			Assessment Tools to Measure Goals	PD
Children will improve their abilities to communicate their ideas through both written and oral language on a daily basis.	Program Goal 3: Building staff capacity in order to increase effectiveness in role and enhance services to families.	Head Start Early Learning Outcomes Framework	Teaching Strategies Gold	Common Core	-CLASS Assessments  -Lesson Plan, Individualized Target Planning Form  -TSG Checkpoint	Dec 2017- Brain Development in Young Children
		Goal P-LC 2 Child understands and responds to increasingly complex communication and language from others. (p.42)	Objective 9: Uses language to express thoughts and needs (a) uses and expanding expressive vocabulary	Vocabulary 5. Demonstrates a growing receptive vocabulary. (p. 18)  6. Demonstrates a growing expressive vocabulary (p. 18)		Mar 2018- Head Start Early Learning Outcomes Framework
		Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print) (p.46)	Objective 19: Demonstrates emergent writing skills (b) Writes to convey meaning	Research to Build Present Knowledge 7. With knowledge and support, participate in shared research and writing projects (p.22)		Jun 2018- Transitioning and Pre-Academic Skills

# Cognitive and General Knowledge

School Readiness Goal	Program Goal	Alignment with Standards			Assessment Tools	PD
Children will ask and answer higher order questions and explain rational in sequence.	Program Goal 1: Hudson Guild will incorporate diversity into all aspects of its early childhood education program.	Head Start Early Learning Outcomes Framework	Teaching Strategies Gold	Common Core	-Anecdotes -Brigance	Dec 2017- Brain Development in Young Children
		Goal P-MATH 9 Child identifies, describes, compares, and composes shapes. (p. 60)	Objective 24: Uses scientific inquiry skills	Scientific Thinking 1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment. e) Asks "why," "how," and "what if" questions and seeks answers through experimentation and Investigation. (p. 28)	-CLASS Assessments	Mar 2018- Head Start Early Learning Outcomes Framework
		Goal P-SCI 2 Child engages in scientific talk. (p. 62)	Objective 12: Remembers and connects experiences		-Lesson Plan, Individualized Target Planning Form	Jun 2018- Transitioning and Pre-Academic Skills
		Goal P-SCI 4 Child asks a question, gathers information, and makes predictions. (p. 64)	a) recognizes and recalls	Counting and Cardinality Compare Numbers 5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, (p. 26)	-ECERS	

# Physical Development & Health

School Readiness Goal	Program Goal	Alignment with Standards			Assessment Tools to Measure Goals	PD	
<p>Children will participate daily in activities that allow them to successfully build gross and fine motor skills; including outdoor and indoor activities.</p>	<p>Program Goal 2, Hudson Guild will assist families in addressing health, mental health, nutrition concerns. Objective: Provide education to families and staff on healthy weight and growth for preschool aged children in order to address issues of anemia and healthy weight for children.</p>	<p>Head Start Early Learning Outcomes Framework</p>	<p>Teaching Strategies Gold</p>	<p>Common Core</p>	<p>-Brigance</p>	<p>Aug 2017- Classroom and School Safety &amp; Environments</p>	
		<p>Goal P-PMP 1 Child demonstrates control, strength, and coordination of large muscles. (p.72)</p>	<p>Objective 6: Demonstrates gross motor manipulative skills</p>	<p>3. Demonstrates coordination and control of large muscles. c) Runs, jumps, walks in a straight line, and hops on one foot. (p. 13)</p>	<p>-Individualized Child Plans</p> <p>-Anecdotes</p>		<p>Aug 2017- Brigance Assessment, IEP Process and School Readiness Goals</p>
		<p>Goal P-PMP 3 Child demonstrates increased control, strength, and coordination of small muscles. (p.73)</p>	<p>Objective 7: Demonstrates fine-motor strength and coordination (b) Uses writing and drawing tools</p>	<p>5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects. a) Uses pincher grasp (index finger and thumb). c) Uses materials such as pencils, paint brushes, eating utensils and blunt scissors effectively. (p. 12)</p>	<p>-TSG Checkpoint</p>		