



KIDS CENTRAL, INC

SCHOOL READINESS GOALS

Abstract

Kids Central, Inc. has engaged in a process to align its school readiness goals with the Head Start Child Development and Early Learning Framework, Virginia State Early Learning guidelines, and the requirements and expectations of the schools the children will attend to the extent that they apply to children participating in the Early Head Start (EHS) and Head Start program, and has consulted with the parents of children participating in the program.

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Kids Central, Inc.

Head Start & Early Head Start School Readiness Goals

Kids Central, Inc. recognizes the need for school readiness goals to improve the quality of services to the children and families served in Head Start and Early Head Start programs. Kids Central, Inc. established school readiness goals with their community partners, local school representatives, parents and child outcome data. An education advisory committee meeting was held on November 15, 2011 to collect information about school readiness expectations from the local school systems and parents from each program option at Kids Central, Inc. The administration team has worked closely with their Program Specialist and the VA HS ECE Specialists in fine tuning the School Readiness goals. The administration team at Kids Central aggregated and analyzed outcomes which included results from: Ages and Stages Questionnaire 3 (ASQ-3) screenings, HighScope Child Observation Records data (COR Advantage), Phonological Awareness Literacy Screening (PALS), Program Information Report (PIR), and the Community Assessment. Outcome data is aggregated and analyzed four times a year for Early Head Start and full year/full time Head Start and three times a year for part year/part time Head Start program options. Goals were established using outcome data, expectations from Wise County Public Schools, Dickenson County Public Schools, City of Norton Public School systems, Virginia's Foundation Blocks for Early Learning, HighScope curriculum expectations, and Kids Central's parents. School Readiness data key findings are shared with the Policy Council and Board Members four times during the program year. The program goals are aligned with the Head Start Child Development and Early Learning Framework, Virginia Foundation Blocks for Early Learning, and the expectation of the public school system in Kids Central's service area. Kids Central recognizes the need to review current school readiness goals to ensure they are aligned with Head Start requirement. Therefore, Kids Central will review and assess school readiness goals annually.

This document includes a list of school readiness goals, the monitoring system in place, parent engagement strategies, staff development, the rationale for each goal, and the alignment of each goal.

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School Readiness Goals:

- ❖ All children will demonstrate age appropriate development in fine motor skills.
- ❖ All children will obtain and maintain age appropriate preventive and primary health care.
- ❖ Children will engage in and maintain age appropriate constructive social and emotional relationships with peers.
- ❖ Children will engage in and sustain age appropriate creative and imaginative expression skills.
- ❖ All children will engage in and maintain age appropriate vocabulary development.
- ❖ Children will engage in and maintain age appropriate phonological skills such as alphabet recognition, name writing, print and word awareness skills.
- ❖ Children will engage in and maintain age appropriate mathematical skills such as, number word and symbol recognition, counting including one-to-one correspondence, quantities, ordinal order and part-whole relationships, shapes, spatial awareness, measuring, and patterns.
- ❖ Children will engage in and maintain age appropriate science skills such as, classifying, experimenting, predicting outcomes, drawing conclusions and communicating their ideas about characteristics of things.

Monitoring

Kids Central, Inc. uses the following monitoring tools to aggregate and analyze child outcome data: Ages and Stages Questionnaire 3 (ASQ-3), HighScope Child Observation Record (COR), Phonological Awareness Literacy Screening (PALS), Program Resources and Outcomes Management Information System (PROMIS), and Staffings. Refer to each goal for details of which tool and indicators is used to monitoring each of the kindergarten readiness goals. Data is aggregated and analyzed four times each program year for Early Head Start and Full Year/Full Day Head Start program options. The Part Year program options data is aggregated and analyzed three times each program year. The Assistant Director Education Services is responsible for aggregating and analyzing the assessment data.

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Ages and Stages Questionnaire 3 (ASQ-3)

The ASQ-3 is an assessment tool that helps parents provide information about the developmental status of their young child across five developmental areas: communication, gross motor, fine motor, problem solving, and personal-social. The assessment tool is available in 21 versions to allow measurement of development at the following ages: 2, 4, 6, 8, 9, 10, 12, 14, 16, 18, 20, 22, 24, 27, 30, 33, 36, 42, 48, 54, and 60 months of age. Professionals rely on ASQ for the best developmental and social-emotional screening for children from one month to 5 ½ years. Highly reliable and valid, ASQ-3 looks at strengths and trouble spots, educates parents about developmental milestones, and incorporates parents' expert knowledge about their children.

During the first 45 days of enrollment teachers/home visitor along with parent complete the Ages and Stages Questionnaire 3 (ASQ-3) on each child served by Kids Central, Inc. This process begins during the initial home visit. The ASQ-3 is repeated if a referral is made by the Assistant Director of Child and Family Services. Teachers/home visitors are responsible for using ASQ-3 data to help parents set individual goals for each child and plan learning experiences for their group of children. The Assistant Director of Child and Family Services is responsible for ensuring that all Kids Central children are screened during the first 45 days of enrollment and that referrals are made for children with suspected delays in development. The Assistant Director of Education Services is responsible for aggregating and analyzing the ASQ-3 data for school readiness goals and staff development. To learn more about ASQ-3 use this web link

<http://agesandstages.com/what-is-asq/>.

HighScope Child Observation Record (COR)

HighScope's Child Observation Record Advantage (COR) is an observation-based instrument providing systematic assessment of young children's knowledge and abilities in all areas of development. The Preschool COR is used to assess children from the ages of 2½ to 6 years. The Infant-Toddler COR is for programs serving children between the ages of 6 weeks and 3 years. The COR is an observational tool. Teachers or caregivers spend a few minutes each day writing brief notes ("anecdotes") that describe significant episodes of young children's behavior. They record their notes in computer files and then

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classify and rate them according to the COR categories, items, and levels. COR anecdotes, gathered on a child over time and systematically rated according to the COR framework, are the basic units of information that are compiled and analyzed to provide a comprehensive portrait of each child's developmental gains and of the progress of the group as a whole. Teachers/ home visitors are responsible for collecting and entering COR data. They use this data to help parents set goals for each child and plan effective learning experiences for the group of children. . The Assistant Director of Education Services is responsible for aggregating and analyzing the COR data for school readiness goals and staff development. To learn more about HighScope's COR visit their web site at <http://www.highscope.org/>.

Phonological Awareness Literacy Screening (PALS)

The Phonological Awareness Literacy Screening (PALS) provides a comprehensive assessment of young children's knowledge of the important literacy fundamentals that are predictive of future reading success. During the fall and spring before a child is eligible for kindergarten, Kids Central's teachers/home visitors are responsible for completing a PALS screening on each child. Teachers/home visitors are responsible for using this data to help parents set individual goals for each child and plan learning experiences for their group of children. The Assistant Director of Education Services is responsible for aggregating and analyzing the PALS data for school readiness goals and staff development. To learn more about PALS visit the website at <http://pals.virginia.edu/>.

Program Resources and Outcomes Management Information System (PROMIS)

Program Resources and Outcomes Management Information System (PROMIS) is a web-based case management system for Head Start organizations. This cutting edge solution covers the complete service cycle and outcome analysis including: (1) Client Intake; (2) Screening and Assessment; (3) Goals Establishment; (4) Service Plan; (5) Service Delivery; (6) Outcome tracking; and (6) Analysis and Evaluation. To learn more about PROMIS visit their website at <http://promisinfo.cleverex.com/about.html>.

Staffings

A "staffing" is a meeting that includes all persons that are working with the child for the purpose of ensuring that each child receives the services they need from

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each service area. The meetings are conducted at the center the child attends. The staffing committee is comprised of the teaching staff, the Assistant Director of Education Services or Education Supervisors, Health Services Specialist, Assistant Director of Child and Family Services, and the Family Advocate. Parents are invited and encouraged to attend. Staffings take place a minimum of two times yearly. During the staffing process the child's file is reviewed and each service area is discussed. Needs are identified and appropriate referrals are made. Supervisors are responsible for ensuring that all referrals are followed up on within one month.

Parent and Family Engagement

Kids Central recognizes that parents are the number one source when assessing and establishing goals for children. During the application in-take process information is collected from parents to help Kids Central staff plan services for the family. To maintain individualize instruction and learning, families are engaged in setting goals for their child. During the initial home visit parents are ask to share strengths, weakness and goals for their child. Parents along with the teacher/home visitor complete the ASQ-3 within the first 45 days of enrollment. Parents are encouraged to share information about their child anytime. Two home visits and two parent conferences are conducted by the teacher/home visitor to ensure parents are informed of their child's development and to collect information from the parent to plan learning experience for the child. Parents are encouraged to attend "Family Day" meetings at their child's center each month conducted by the Family Involvement Specialist and teaching staff. Each week, the teacher/home visitor plan at home activities for parents to do with their child that collates with activities they are doing in group settings. Parents are encouraged to participate and give feedback and ideas for Family Day activities along with field trip ideas. Parents are encouraged to visit classrooms and participate in classroom activities. Parents have access to lending libraries in each classroom that foster literacy and math in the home. Parents are invited to child development trainings throughout the program year. Parents are encouraged to participate in the Policy Council, Education Advisory Committee, and the health advisor committee at Kids Central.

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Staff Development

The Assistant Director of Education Services uses child outcome data that is aggregated and analyzed to develop training plans for the education staff. The Assistant Director of Education Services also uses the CLASS observation tool and Preschool Program Quality Assessment (PQA) tool to collect data for education staff training needs. This data is also used for professional development plans. Professional development plans for all staff are developed to ensure quality services at Kids Central, Inc.

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The rationale for each goal includes key findings from aggregated and analyzed data. Monitoring includes who and what tools were used to collect data for each goal. As evidence of alignment, each goal is listed under the Head Start Child Development and Early Learning Framework domain.

Perceptual, Motor, and Physical Development

Goal: All children will demonstrate age appropriate development in fine motor skills.

Rationale:

According to the Ages and Stages Questionnaire 3 (ASQ-3), the developmental screening tool used by Kids Central, Inc. which was conducted on all Head Start and Early Head Start children within the first forty-five days of enrollment, fine motor skills were the weakest area of development. In addition to ASQ-3 data teacher observation and COR data also indicate lower scores in fine motor skills. Data indicates around 24% of Kids Central, Inc. children display below average developmental ranges in fine motor skills which signifies a need to increase fine motor skills in the children that Kids Central, Inc. serve.

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Monitoring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's fine motor skills. The following HighScope COR Advantage indicators will be used for assessing children's development: J. Find-Motor Skills, and K. Personal Care and Healthy Behavior, R. Writing, Q. Book Enjoyment and Knowledge, and EE. Tools and Technology. The following benchmarks are set to measures school readiness for the following age groups: 0-16 months level 1, 16-36 months lever 2, 3-4 years level 4, and children 4 before September 30st to 5 years level 5.

Alignments:

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: FINE MOTOR

- Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.
- Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.
- Goal IT-PMP 8. Child adjusts reach and grasp to use tools.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Health and Physical Development Foundation Block 1

- Manipulative Skills: Children will demonstrate motor skills and movements patterns needed to perform a variety of physical activities.
 - a) Manipulate a variety of objects during structured and unstructured physical activity settings.
 - b) Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.
 - d) Coordinate eye-hand and eye-foot movements to perform a task.

Virginia Visual Arts Foundation Block 1

- Visual Communication and Production: The child will develop and awareness of the mechanics of the visual arts and produce various forms on a regular basis.

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Head Start & Early Head Start School Readiness Goals

- d) Develop and use fine motor skills necessary to produce two-and three-dimensional works of art.

Goal: All children will obtain and maintain age appropriate preventive and primary health care.

Rationale:

According to the Kids Central, Inc.'s Program Information Report (PIR) for the 2010-2011 program year not all children had up-to-date physical examinations, immunizations, and dental care at the beginning of the program year. At the end of the program year some children still lacked age appropriate immunizations and dental follow up which indicated a need to support and educate families on maintaining age appropriate preventive and primary health care.

Monitoring:

The health service specialist will use PROMIS to track and monitor preventive and primary health care for each child. During staffings the staffing team will create an action plan for following up on any preventive and primary health care needs. The health service specialist or child's teacher/home visitor will notify the child's parent when follow-up is needed.

Alignments:

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: HEALTH, SAFETY, AND NUTRITION

- Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.
- Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.
- Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.
- Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Health and Physical Development Foundation Block 7

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- Information Access and Use: The child will identify trusted adults and begin to learn how to seek reliable health information.
 - a) Understand that health care providers can help them when they are not feeling well.
 - b) Identify people they can trust, e.g., police, firefighters, family members, and teachers, and understand they will keep them safe.
 - c) Be able to differentiate between safe and unsafe situations.
 - d) Begin to share feelings and express how they feel.

Social & Emotional Development

Goal: Children will engage in and maintain age appropriate constructive social and emotional relationships with peers.

Rationale:

After aggregating and analyzing social and emotional development data for Head Start and Early Head Start children using Ages and Stages Questionnaire 3 (ASQ-3) and HighScope Child Observation Records data system (COR), weaknesses in engaging and maintaining positive relationships were revealed. This included COR data that indicated weakness in understanding and expressing feelings and resolving interpersonal conflicts with peers. Over 80% of children demonstrated abilities to request help from adults and could express emotion, however, could not negotiate the resolution of a conflict with another child or identify emotions and give a reason for them.

Monitoring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's social and emotional relationships with peers. The following HighScope COR Advantage indicators will be used for assessing children's development: D. Emotions, F. Building Relationships with other children, G. Community, and H. Conflict Resolution. The following benchmarks are set to measures school readiness for the following age groups: 0-16 months level 1, 16-36 months lever 2, 3-4 years level 4, and children 4 before September 30st to 5 years level 5.

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Alignments:

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: RELATIONSHIPS WITH OTHER CHILDREN

- Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.
- Goal IT-SE 5. Child imitates and engages in play with other children.
- Goal IT-SE 6. Child learns to express a range of emotions.
- Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.
- Goal IT-SE 8. Child expresses care and concern towards others.
- Goal IT-SE 9. Child manages emotions with the support of familiar adults.
- Goal IT-SE 10. Child shows awareness about self and how to connect with others.
- Goal IT-SE 11. Child understands some characteristics of self and others.
- Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.
- Goal IT-SE 13. Child develops a sense of belonging through relationships with others.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Personal and Social Development Foundation Block 4

- Interaction with Others: The child will interact easily with one or more children and with familiar adults.
 - a) Initiate and sustain interactions with other children.
 - b) Demonstrate verbal strategies for making a new friend.
 - c) Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.
 - d) Participate successfully in group settings.
 - e) Demonstrate respectful and polite vocabulary.

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f) Begin to recognize and respond to the needs, rights, and emotions of others.

Virginia Personal and Social Development Foundation Block 5

- Social Problem Solving: The child will learn and use appropriate verbal skills to resolve conflicts with peers and to ask for help when needed.
 - a) Express feelings through appropriate gestures, actions, and words.
 - a) Recognize conflicts and seek possible solutions.
 - b) Allow others to take turns.
 - c) Increase the ability to share materials and toys with others over time.
 - d) Include others in play activities.

Approaches to Learning

Goal: Children will engage in and sustain age appropriate creative and imaginative expression skills.

Rationale:

After aggregating and analyzing approaches to learning data for Head Start and Early Head Start children using the HighScope Child Observation Records data system (COR) weaknesses such as creative and imaginative expression were demonstrated. At the beginning of the program year children demonstrated limited abilities to make and build models, in drawing and painting pictures and in pretending with details.

Monitoring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's social and emotional relationships with peers. The following HighScope COR Advantage indicators will be used for assessing children's development: A. Initiative and Planning, B. Problem Solving with Materials, C. Reflection, X. Art, Y. Music, Z. Movement, and AA. Pretend Play. The following benchmarks are set to measure school readiness for the following age groups: 0-16 months level 1, 16-36 months level 2, 3-4 years level 4, and children 4 before September 30st to 5 years level 5.

Alignments:

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Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: INITIATIVE AND CURIOSITY

- Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.
- Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.

SUB-DOMAIN: CREATIVITY

- Goal IT-ATL 8. Child uses creativity to increase understanding and learning.
- Goal IT-ATL 9. Child shows imagination in play and interactions with others.
- Goal P-ATL 10. Child demonstrates initiative and independence.
- Goal P-ATL 11. Child shows interest in and curiosity about the world around them.
- Goal P-ATL 12. Child expresses creativity in thinking and communication.
- Goal P-ATL 13. Child uses imagination in play and interactions with others.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Personal and Social Development Foundation Block 3

- Approaches to Learning: The child will show eagerness and persistence as a learner.
 - a) Show interest and curiosity in learning new concepts and trying new activities and experiences.
 - b) Demonstrate ability to learn from experiences by applying prior knowledge to new situations.
 - c) Increase attention to a task or activity over time.
 - d) Seek and accept help when needed.
 - e) Attempt to complete a task in more than one way before asking for help.

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Virginia Music Foundation Block 5

- Aesthetics: The child will listen and respond to recorded and live music performances.
 - a) Use the body and motion to express a response to a musical selection.
 - b) Express a response to a musical selection by using available visual arts supplies.
 - c) Use words to describe how a musical selection makes the child feel.

Virginia Visual Arts Foundation Block 1

- Visual Communication and Production: The child will develop and awareness of the mechanics of the visual arts and produce various forms on a regular basis.
 - a) Understand that artists create visual arts using many different tools.
 - b) Understand that the visual arts take many forms.
 - c) Use a variety of materials, textures, and tools for producing visual art.
 - d) Develop and use fine motor skills necessary to produce two- and three-dimensional works of art.

Language & Literacy

Goal: All children will engage in and maintain age appropriate vocabulary development.

Rationale:

After aggregating and analyzing language development data for Head Start and Early Head Start children using Ages and Stages Questionnaire 3 (ASQ-3), and HighScope Child Observation Records data system (COR) weaknesses were discovered in vocabulary development. According to the ASQ-3 screenings at the beginning of the program year 87% of Early Head Start children were assessed as typically developing in communication skills leaving 13% lacking effective communication skills.

Monitoring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's vocabulary development. The following HighScope COR Advantage indicators will be

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used for assessing children's development: L. Speaking, M. Listening and comprehension, P. Reading, Q. Books Enjoyment and Knowledge, and R. Writing. The following benchmarks are set to measures school readiness for the following age groups: 0-16 months level 1, 16-36 months lever 2, 3-4 years level 4, and children 4 before September 30st to 5 years level 5.

Alignments:

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: VOCABULARY

- Goal IT-LC 7. Child understands an increasing number of words used in communication with others.
- Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.

SUB-DOMAIN: EMERGENT LITERACY

- Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.
- Goal IT-LC 12. Child comprehends meaning from pictures and stories.

SUB-DOMAIN: COMMUNICATING AND SPEAKING

- Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.
- Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Literacy Foundation Block 1

- Oral Language: The child will develop listening and speaking skills by communicating experiences and ideas orally.
 - a) Listen with increasing attention to spoken language, conversations, and texts read aloud.
 - b) Correctly identify characters, objects, and actions in a text with or without pictures and begin to comment about each.

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- c) Make predictions about what might happen in a story.
- d) Use complete sentences to ask and answer questions about experiences or about what has been read.
- e) Use appropriate and expanding language for a variety of purposes, e.g., ask questions, express needs, get information.
- f) Engage in turn taking exchanges and rules of polite conversation with adults and peers, understanding that conversation is interactive.
- g) Listen attentively to stories in a whole class setting.
- h) Follow simple one- and two-step oral directions.

Virginia Literacy Foundation Block 2

- Vocabulary: The child will develop an understanding of word meanings through the use of appropriate and expanding vocabulary.
 - a) Use size, shape, color, and spatial words to describe people, places, and things.
 - b) Listen with increasing understanding to conversations and directions.
 - c) Use expanding vocabulary with increasing frequency and sophistication to express and describe feelings, needs, and ideas.
 - d) Participate in a wide variety of active sensory experiences to build vocabulary.

Goal: Children will engage in and maintain age appropriate phonological skills such as alphabet recognition, name writing, print and word awareness skills.

Rationale:

After aggregating and analyzing literacy development data for Head Start children using HighScope Child Observation Records data system (COR) and Phonological Awareness Literacy Screening (PALS) data weaknesses were discovered in literacy development. According to PALS data results there is an indication that pre-school children at Kids Central, Inc. demonstrated weakness in alphabet recognition, name writing and print and word awareness skills.

Monitoring:

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Kids Central, Inc. education staff will use HighScope COR data to monitor children's literacy development. The following HighScope COR Advantage indicators will be used for assessing children's development: N. Phonological Awareness, O. Alphabetic Knowledge, P. Reading, Q. Books Enjoyment and Knowledge, and R. Writing. The following benchmarks are set to measure school readiness for the following age groups: 0-16 months level 1, 16-36 months level 2, 3-4 years level 4, and children 4 before September 30st to 5 years level 5.

Alignments:

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: PHONOLOGICAL AWARENESS

- Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.

SUB-DOMAIN: PRINT AND ALPHABET KNOWLEDGE

- Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.

SUB-DOMAIN: IMITATION AND SYMBOLIC REPRESENTATION & PLAY

- Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Literacy Foundation Block 3

- Phonological Awareness: The child will manipulate the various units of speech in words.
 - a) Identify words that rhyme and generate simple rhymes.
 - b) Identify words within spoken sentences.
 - c) Begin to produce consonant letter sounds in isolation.
 - d) Successfully detect beginning sounds in words.
 - e) Begin to isolate or produce syllables within multi-syllable words.

Virginia Literacy Foundation Block 4

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- Letter Knowledge and Early Word Recognition: The child will demonstrate basic knowledge of the alphabetic principle and understand that the letters in written words represent the sounds in spoken word.
 - a) Identify the letter that represents a spoken sound.
 - b) Provide the most common sound for the majority of letters.
 - c) Read simple/familiar high-frequency words, including child's name.
 - d) Notice letters in familiar everyday context and ask an adult how to spell words, names, or titles.

Cognition

Goal: Children will engage in and maintain age appropriate mathematical skills such as, number word and symbol recognition, counting including one-to-one correspondence, quantities, ordinal order and part-whole relationships, shapes, spatial awareness, measuring, and patterns.

Rationale:

After aggregating and analyzing cognition and general knowledge development data for Head Start and Early Head Start children using HighScope Child Observation Records data system (COR) weaknesses were discovered in the areas of math. Historically, math has been noted as an area of weakness in Southwest Virginia and has been confirmed in the COR results at Kids Central, Inc. which leads to a need for increased focus in math at Kids Central, Inc.

Monitoring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's mathematical skills. The following HighScope COR Advantage indicators will be used for assessing children's development: S. Number and Counting, T. Geometry: Shapes and Spatial Awareness, U. Measurement, V. Patterns, and W. Data Analysis. The following benchmarks are set to measure school readiness for the following age groups: 0-16 months level 1, 16-36 months level 2, 3-4 years level 4, and children 4 before September 30st to 5 years level 5.

Alignments:

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Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: EMERGENT MATHEMATICAL THINKING

- Goal IT-C 8. Child develops sense of number and quantity.
- Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.
- Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.

SUB-DOMAIN: COUNTING AND CARDINALITY

- Goal P-MATH 1. Child knows number names and the count sequence.
- Goal P-MATH 2. Child recognizes the number of objects in a small set.
- Goal P-MATH 3. Child understands the relationship between numbers and quantities.
- Goal P-MATH 4. Child compares numbers.
- Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.

SUB-DOMAIN: OPERATIONS AND ALGEBRAIC THINKING

- Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.
- Goal P-MATH 7. Child understands simple patterns.

SUB-DOMAIN: MEASUREMENT

- Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE

- Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.
- Goal P-MATH 10. Child explores the positions of objects in space.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Mathematics Foundation Block 1

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- Number and Number Sense: The child will count with understanding and use numbers to tell how many, describe order, and compare.
 - a) Count forward to 20 or more. Count backward from 5.
 - b) Count a group (set/collection) of five to ten objects by touching each object as it is counted and saying the correct number (one-to-one correspondence).
 - c) Count the items in a collection of one to ten items and know the last counting word tells “how many.”
 - d) Compare two groups (sets/collections) of matched objects (zero through ten in each set) and describe the groups using the terms more, fewer, or same.
 - e) Use ordinal numbers (first through fifth) when describing the position of objects or groups of children in a sequence.

Virginia Mathematics Foundation Block 2

- Computation: The child will recognize change in groups (sets/collections) when objects are both added to and taken away from the groups (sets/collections).
 - a) Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together).
 - b) Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away).

Virginia Mathematics Foundation Block 3

- Measurement: The child will identify and compare the attributes of length, capacity, weight, time, and temperature.
 - a) Recognize attributes of length by using the terms longer or shorter when comparing two objects.
 - b) Know the correct names for the standard tools used for telling time and temperature, and for measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales).

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c) Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold.

d) Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, and night.

Virginia Mathematics Foundation Block 4

- Geometry: The child will describe simple geometric shapes (circle, triangle, rectangle, and square) and indicate their position in relation to an individual and to other objects.
 - a) Match and sort shapes (circle, triangle, rectangle, and square).
 - b) Describe how shapes are similar and different.
 - c) Recognize and name shapes (circle, triangle, rectangle, and square).
 - d) Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom.

Virginia Mathematics Foundation Block 5

- Data Collection and Statistics: The child will participate in the data gathering process in order to answer questions of interest.
 - a) Collect information to answer questions of interest to children.
 - b) Use descriptive language to compare data by identifying which is more, fewer, or the same in object and picture graphs.

Virginia Mathematics Foundation Block 6

- Patterns and Relationships: The child will identify simple patterns of concrete objects and use them to recognize relationships.
 - a) Sort and classify objects according to one or two attributes (color, size, shape, and texture).
 - b) Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue.
 - c) Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square.

Kids Central, Inc.

Head Start & Early Head Start School Readiness Goals

Goal: Children will engage in and maintain age appropriate science skills such as, classifying, experimenting, predicting outcomes, drawing conclusions and communicating their ideas about characteristics of things.

Rationale:

After aggregating and analyzing cognition and general knowledge development data for Head Start and Early Head Start children using HighScope Child Observation Records data system (COR) weaknesses were discovered in the area of science. Historically, science has been noted as an area of weakness in Southwest Virginia and has been confirmed in the COR results at Kids Central, Inc. which leads to a need for increased focus in science at Kids Central, Inc.

Monitoring:

Kids Central, Inc. education staff will use HighScope COR data to monitor children's science and mathematical skills. The following HighScope COR Advantage indicators will be used for assessing children's development: BB. Observing and Classifying, CC. Experimenting, Predicting, and Drawing Conclusions, DD. Natural and Physical World, EE. Tools and technology and W. Data Analysis. The following benchmarks are set to measure school readiness for the following age groups: 0-16 months level 1, 16-36 months level 2, 3-4 years level 4, and children 4 before September 30st to 5 years level 5.

Alignments:

Head Start Early Learning Outcomes Framework: Ages Birth to Five

SUB-DOMAIN: SCIENTIFIC INQUIRY

- Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).
- Goal P-SCI 2. Child engages in scientific talk.
- Goal P-SCI 3. Child compares and categorizes observable phenomena.
- Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.
- Goal P-SCI 5. Child plans and conducts investigations and experiments.

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- Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

Virginia Foundation Blocks for Early Learning & Local Education Systems

Virginia Science Foundation Block 1

- Scientific Investigation, Reasoning, and Logic: The child will make observations, separate objects into groups based on similar properties, use simple investigation tools, develop questions based upon observations using the five senses, and conduct simple scientific investigations.
 - a) Use the five senses to explore and investigate the natural world.
 - b) Use simple tools and technology safely to observe and explore different objects and environments.
 - c) Ask questions about the natural world related to observations.
 - d) Make predictions about what will happen next based on previous experiences.
 - e) Conduct simple scientific investigations.

Virginia Science Foundation Block 2

- Force, Motion, and Energy: The child will describe and compare different kinds of motion that objects can make and will describe how simple tools work.
 - a) Describe, demonstrate, and compare the motion of common objects in terms of speed and direction, e.g., fast, slow, up, down.
 - b) Describe and demonstrate the effects of common forces (pushes and pulls) on objects.
 - c) Describe the effects magnets have on other objects.
 - d) Investigate and describe the way simple tools work, e.g., a hammer, a wheel, a screwdriver.

Virginia Science Foundation Block 3

Head Start & Early Head Start School Readiness Goals

- Matter/Physical Properties: The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.
 - a) Describe and sort objects by their physical properties, e.g., color, shape, texture, feel, size and weight, position, speed, and phase of matter (solid or liquid).
 - b) Recognize water in its solid and liquid forms.
 - c) Describe the differences between solid and liquid objects.
 - d) Sort objects based on whether they sink or float in water.

Virginia Science Foundation Block 4

- Matter/Simple Physical and Chemical Reactions: The child will conduct simple science experiments to examine changes in matter when substances are combined.
 - a) Predict changes to matter when various substances are to be combined.
 - b) Observe and conduct simple experiments that explore what will happen when substances are combined.
 - c) Observe and record the experiment results and describe what is seen.