



Cullman City Head Start

School Readiness Plan 2023-2024

The mission of the School Readiness Committee is to develop a comprehensive plan that will enable Head Start students to be successful in formal education. The Readiness Committee of Cullman City Head Start (CCHS) is composed of various stakeholders; all committed to a positive transition for Head Start students into formal education. This team will develop a school readiness plan to implement in CCHS that will ensure that all students and families are given the foundation to be successful in Cullman City Schools (CCS).

This committee meets three times a year to review program goals, CLASS data, student outcomes, Parent, Family and Community Engagement Framework (PFCE), school readiness goals and progress made toward meeting those goals. The committee will evaluate needs and discuss adjustments that need to be made. The components will include:

- School Readiness Committee Members
- School Readiness Goals
- High Quality Teaching and Learning
- Professional Development Plan
- Family Engagement Plan
- Evaluating Child Outcomes
- Teacher-Child Interactions
- Supporting Transitions

School Readiness Committee

- Elizabeth Shaddix, Director, Cullman City Head Start/Principal, Cullman City Primary School
- Brandee Sims, Assistant Director, Cullman City Head Start/Assistant Principal, Cullman City Primary School
- Marci Watts, Education/Disabilities Manager, Cullman City Head Start
- Heather Battles, ERSEA/Mental Health Manager, Cullman City Head Start
- Jenna Bates, Family Service Manager, Cullman City Head Start
- Erika Lee, PFCE Manager, Cullman City Head Start
- Christy Free, Guidance Counselor, Cullman City Primary School
- Holly Abbott, Early Childhood Education Consultant
- Krista Johnson, Cullman City Primary School, Math Coach
- Blakeley Burns, Cullman City Primary School, Reading Coach
- Susan Sharpe, Kindergarten Teacher, Cullman City Primary School
- Fran Brown, Teacher, Cullman City Head Start
- Jade Fitzgerald, Teacher, Cullman City Head Start
- Marie Johnson, Teacher, Cullman City Head Start

School Readiness Goals/PFCE Outcomes

The mission statement of Cullman City Schools is instilling life-long success through citizenship, character, and scholarship. By developing rigorous school readiness goals, CCHS students will have a strong foundation and will be able to be successful and accomplish the Cullman City Schools mission statement for students. School Readiness goals were developed across five essential domains: social/emotional, approaches to learning, cognition and general knowledge, language and literacy (to include dual language learners) and physical development and health. CCHS goals are developmentally appropriate and address the needs of children ages 3-5. The goals were developed, after aligning the Alabama Developmental Standards for Preschool Children (3-5 years) and the Head Start Early Learning Framework (HSELF). Curriculum and assessments that are administered were considered when developing the goals. School Readiness goals are distributed and discussed along with progress throughout the year with parents, staff, and the governing body.

Cullman City Head Start School Readiness Goals 2023-2024
Domain: Social and Emotional Development
Goal: 90% Achieve Widely Held Expectations
1. Children will develop relationships and build positive connections with adults and peers
Objectives to reach these goals: Children will:
<ul style="list-style-type: none"> • Identify themselves by name, age and gender • Identify teachers and peers by name and form relationships with both groups • Engage appropriately in small and large group activities • Interact with peers in play and group activities
Data Collection: TS GOLD Fall, Winter & Spring Checkpoints
TS GOLD Objectives: 2 a, b, c, d 3 a & b
Track CLASS scores in the domain of Emotional Support
Alignment of School Readiness Goals to Standards and Primary School Expectations
HSELOF: P-SE 1: Child engages in and maintains positive relationships and interactions with adults. P-SE 3: Child engages in and maintains positive interactions and relationships with other children
Alabama's Standards for Early Learning and Development: SED 3a: Children form relationships and interact positively with adults who consistently respond to their needs. SED 3b: Children develop ways to interact and build relationships with peers.
CCPS: Demonstrates respect for teachers, peers and school.
Goal: 90% Achieve Widely Held Expectations
2. Children will manage emotions with increasing independence.

Objectives to reach these goals: Children will: <ul style="list-style-type: none"> Express feelings in ways that are appropriate to the situation Look for adult assistance when feelings are most intense Use a range of coping strategies to manage emotions with the support of an adult, such as using words or taking a deep breath
Data Collection: TS GOLD Fall, Winter and Spring Checkpoints
TS GOLD Objectives: 1 a, b Track CLASS scores in the domain of Emotional Support
Alignment of School Readiness Goals to Standards and Primary School Expectations
HSELOF: P-SE 5: Child uses basic problem-solving skills to resolve conflicts with other children P-SE 8: Child manages emotions with increasing independence Alabama's Standards for Early Learning and Development: SED2a: Managing Feelings: Children will identify, manage and express their feelings. SED 2b: Self-Regulations: Children will begin to self-regulate. CCPS: Children will begin to self-regulate.
Domain: Approaches to Learning
Goal: 90% Achieve Widely Held Expectations
1. The children will recognize and regulate emotions, attentions, impulses and behavior while following classroom rules and routines.
Objectives to reach these goals: Children will: <ul style="list-style-type: none"> Display appropriate emotions Demonstrate self-regulation Follow limits and expectations Use words to solve conflicts Balance needs and rights of self and others Demonstrate confidence in tackling new tasks
Data Collection: TS GOLD Fall, Winter and Spring Checkpoints
TS GOLD Objectives: 1 a, b, c, 2 a & b 3 a & b Track Number of Student Referred to Mental Health Consultant Track Number of Students Referred to Back Office for Behavior Issues Track CLASS scores in the area of Classroom Organization
Alignment of School Readiness Goals to Standards and Primary School Expectations
HSELOF: P-ATL 1: Child manages emotions with increasing independence. P-ATL 2: Child follows classroom rules and routines with increasing independence. P-ATL 4: Child manages actions, words, and behavior with increasing independence. P-ATL 5: Child demonstrates an increasing ability to control impulses Alabama's Standards for Early Learning and Development: SED 2a: Children will identify, manage and express their feelings. SST 1b: Children will develop a sense of belonging to a group and follow its rules. SED 2b: Child will begin to self-regulate

CCPS: Children will follow 2 Step Directions Children will respond positively to redirection Children will understand consequences of actions
Domain: Language and Literacy
Goal: 90% Achieve Widely Held Expectations
1. The children will develop emerging phonological awareness, to include, identifying letter-sound relationships.
Objectives to reach these goals: Children will: <ul style="list-style-type: none"> Identify and name letters (18 uppercase, 15 lowercase) Identify and discriminate between sounds, phonemes, rhymes and alliterations through our Heggerty Curriculum
Data Collection: TS GOLD Fall, Winter and Spring Checkpoints & PELI Data from Fall, Winter and Spring Benchmark Assessments
TS GOLD Objectives: 15 a, b & c 16 a & b PELI Benchmark Data: Alphabet Knowledge Scores & Phonological Awareness: Word Parts & First Sounds
Alignment of School Readiness Goals to Standards and Primary School Expectations
HSELOF: P-LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. P LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters. Alabama's Standards for Early Learning and Development: LLT 2b: Children will begin to recognize and associate words with sounds in spoken language. LLT 2c: Children will demonstrate an emerging understanding that letters and letter sounds represent the sounds of spoken language. CCPS: Children will identify some letters Children will make letter sound association Children will identify beginning sounds Children will identify rhyming words
Goal: 90% Achieve Widely Held Expectations
2. The children will understand and use a wide variety of words for a variety of purposes.
Objectives to reach these goals: Children will: <ul style="list-style-type: none"> Use complete sentences of more than 5 words with complex structures. Produce and organize multiple sentences on a topic Describe and tell the use of many familiar items
Data Collection: TS GOLD Fall, Winter and Spring Checkpoints & PELI Benchmark Data from Fall, Winter and Spring Assessments
TS GOLD Objectives: 9 a, b, & c PELI Benchmark: Vocabulary-Oral Language Scores
Alignment of School Readiness Goals to Standards and Primary School Expectations

HSELOF: P-LC 5: Child expresses self in increasingly long, detailed and sophisticated ways
P-LC 6: Child understands/uses a wide variety of words for a variety of purposes
P-LC 7: Child shows understanding of word categories and relationships among words

Alabama's Standards for Early Learning and Development:

LLT 1b: Children will use words and gestures to express their thoughts, feelings and needs to others.

CCPS: Children will convey in complete sentences thoughts and needs.

Domain: Cognition and General Knowledge

Goal: 90% Achieve Widely Held Expectations

1. The children will begin to count, write numbers and identify numbers in print.

Objectives to reach these goals: Children will:

- Verbally count to 20
- Count 1-10 objects accurately
- Tell what number comes next in order by counting (1-10)
- Identify numerals 0-10 by name and connect each to counted objects
- Make sets of 6-10 objects and then describe the parts

Data Collection: TS GOLD Fall, Winter and Spring Checkpoints

TS GOLD Objectives: 20 a, b & c

Alignment of School Readiness Goals to Standards and Primary School Expectations

HSELOF: P-Math 1: Child knows number names and count sequence.

P-Math 5: Children associates a quantity with written numerals up to 5 and begins to write numbers.

Alabama's Standards for Early Learning and Development:

MAT 1a: Children will understand the concept of numbers and the relationships between number and quantities.

MAT 1b: Children will connect number names to quantities.

CCPS: Children will identify numbers 0-10

Children will rote count to 20

Goal: 90% Achieve Widely Held Expectations

2. The children will recognize simple shapes, repeat simple patterns and measure objects using standard and non-standard measurement.

Objectives to reach these goals: Children will:

- Recognize simple shapes (circle, square, rectangle, oval, triangle, rhombus)
- Make simple (ABAB) patterns
- Compare and orders small objects according to size, shape, length and weight
- Measures using cubes, strings, hands and other non-standard measurement tools
- Understands and knows the purpose of standard measuring tools (scales)

Data Collection: TS GOLD Fall, Winter and Spring Checkpoints

- TS GOLD Objectives: 21b
22a
23

Alignment of School Readiness Goals to Standards and Primary School Expectations

HSELOF: P-Math 7: Child understands simple patterns

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

P-Math 9: Child identifies, describes, compares and composes shapes.

Alabama's Standards for Early Learning and Development:

MAT 2c: Children will recognize simple patterns in daily life and play experiences.

MAT 4: Children will explore and communicate about distance, weight, length, height and time.

MAT 2b: Children will classify and organize objects according to their properties and attributes.

MAT 3b: Children will explore, visualize, and analyze shapes and shape attributes.

CCPS: Children will identify simple shapes

Children will be able to complete a simple pattern

Children will be familiar with sorting and measuring objects with alike attributes.

Domain: Perceptual, Motor and Physical Development

Goal: 90% Achieve Widely Held Expectations

- 1. The children will develop fine motor skills in order to be able to perform more complex tasks such as drawing fine details, holding scissors and writing utensils.**

Objectives to reach these goals: Children

- Manipulate, explore and use a variety of art materials for the development of fine motor skills
- Manipulate, explore pre- writing using our Handwriting Without Tears Curriculum
- Use scissors correctly and effectively
- Manipulate materials and toys (puzzles, legos, lacing cards, play-dough, stringing beads, peg boards) for the development of fine motor skills

Data Collection: TS GOLD Fall, Winter & Spring Checkpoints

- TS GOLD Objectives: 7 a & b

Alignment of School Readiness Goals to Standards and Primary School Expectations

HSELOF: P-PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.

Alabama's Standards for Early Learning and Development:

PDH 1b: Children will demonstrate increasing control and coordination of small muscles.

CCPS: Children will have the correct pincer grip for writing utensils.

Children will hold scissors correctly and cut on a straight line.

Domain: Dual Language Learners

Goal: 90% Achieve Widely Held Expectations

- 1. Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.**

Objectives to reach this goal: Children will:

- Progress in listening to and understanding English and in speaking English (non-English speaking children)
- Program must provide intentional support for the development of their home language as well as for English acquisition.

Data Collection: TS GOLD Fall, Winter & Spring Checkpoints

TS GOLD Objectives: 37
38

Alignment of School Readiness Goals to Standards and Primary School Expectations

HSELOF: Lang. & Comm.: Children who are DLL's may demonstrate more complex communication and language in their home language than in English.

Lang. & Comm.: Children who are DLL's may switch between their languages.

Alabama's Standards for Early Learning and Development:

WIDA: Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants and ideas.

CCPS: Families will continue to develop their home language while CCPS will provide intensive support to acquire the English language.

Family Engagement School Readiness Goals

Area: Family Well-Being

Goal: Families are safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other family support services.

Objectives to reach this goal: Staff will:

- Use resources, surveys and assessments to better understand participants' parenting practices, and use information to improve parenting education and parenting supports
- Support families to ensure health, mental health and safety of their child and family
- Engage parents as equal partners in education of their child, while acknowledging parents' premier role as their child's first teacher
- Support parents setting educational goals for their child
- Work with parents to help children overcome behavioral challenges

Alignment of School Readiness Goals to Standards and Primary School Expectations

Head Start Parent, Family and Community Framework

Alabama's Standards for Early Learning and Development:

FCE 1a: Child development and Parenting: Early learning programs support families' understanding of child development and parenting techniques

FCE 1b: Communication: Early learning programs promote respectful and reciprocal communication strategies with families

FCE 1c: Home-School Connection: Early learning programs connect in-home and out-of-home experiences to optimize children's learning.

FCE 1d: Family Participation: Early learning programs promote families' participation in their children's program experience. Families are responsible for completing 12 participation hours each school year.

CCPS: Parent engagement is encouraged for all parents with children attending CCPS.

High Quality Teaching and Learning

The goal of the School Readiness Committee is to provide teachers with ongoing professional development that is pertinent and provide instructional staff with the opportunity to obtain further education. Successful students are taught by teachers who are well trained and dedicated to their profession.

CCHS uses Creative Curriculum, a scientifically, research-based curriculum, in order to provide optimal developmentally appropriate learning for Head Start students. It is aligned with HSELOF, CLASS and the Alabama Early Learning Standards. Each instructional staff member took a six-hour on-line course to help familiarize themselves on how to implement the curriculum in the classroom. Monthly planning and training takes place to review implementation and target specific parts of the curriculum. The Education Manager ensures that teaching staff are proficient in teaching the curriculum by spending time in the classrooms to provide support, conducting formal and informal classroom observations, and reviewing lesson plans prior to implementation.

CCHS uses the Ages and Stages Questionnaire (ASQ-3), a valid and reliable screening tool, to determine if a referral is needed for diagnostic testing and additional services are to be considered. CCHS has implemented Teaching Strategies Gold assessment to track progress for children at the start of the program, check regularly how they are progressing and share that information with the families. TS Gold allows for assessment through observation in the child's learning environment one on one observation, samples of the children's work and parent input. This broad range of formats accommodates the ways children from diverse backgrounds express their competencies and helps provide a meaningful portrait of each child's development. Ongoing assessment and monitoring of progress help educators determine if success is taking place or if intervention is needed. Training will be provided to the parent to explain what the results of this screening mean and what all of the assessment data means.

The Education Manager will provide Practice Based Coaching by meeting with teachers to plan, model lessons, co-teach, observe, and follow up after each stage to provide specific feedback. Each instructional staff member will have an individualized professional development plan that will be ongoing over the year, determined by the coach and teacher.

Professional Development

The School Readiness Committee recognizes that ongoing professional development is a critical component of professional development and student achievement. Professional Development will be based on the Child Outcomes Report and CLASS observations. Research indicates the most successful

professional development is obtained through a varied approach. CCHS staff attend cluster meetings, regional meetings, educational workshops, early childhood education conferences and routine consults with T/TA for guidance and assistance to ensure Head Start requirements are met. The Education Manager will provide leadership and guidance to the staff by planning quality staff development, modeling lessons in the classroom and ensuring collaboration among teachers and staff.

In addition to routine staff meetings, in-service training, and professional development, all new teachers have “New Teacher Orientation” to help familiarize them with the component areas of the CCHS program and policies. Teachers complete “Buddy Visits” with veteran teachers to observe as they model lessons in their own classroom or in the classroom with the teacher that needs support.

New teachers will also use the NCQTL (National Center for Quality Teaching and Learning) in service suites and head start tips. Teaching teams have planning time each day to prepare for upcoming lessons and activities. Teachers will utilize teacher planning sessions to work collaboratively on lesson planning for individual students, small groups and whole group activities.

The Education Manager, the Assistant Director and the Early Childhood Consultant have attended Classroom Assessment Scoring System (CLASS) training and are certified Pre-K CLASS Observers. CCHS will use CLASS, an observation instrument developed to assess classroom quality in the preschool setting. This data will provide teachers and staff with additional information to promote high quality interactions between the child and teacher. CCHS uses the tool both as an observation and monitoring tool to guide program decision making. At the program level, the data gathered is used for program planning and informed decision making. At the classroom level, observations are conducted to measure the quality of teacher-child interactions and drive plans for individual improvement and professional development. Each classroom demonstrating a need based on CLASS scores is given support by the Education Manager modeling/coaching on practices to help improve the quality of their instruction and interactions with children in the areas of need identified by CLASS data. After fall and spring CLASS scores are collected, the Education Manager will aggregate and analyze data to share with staff. Results will be used to guide program improvement and professional development. Findings from the data from the 2022-2023 school year will determine part of the professional development for the 2023-2024 school year.

Family Engagement

School Readiness is a shared responsibility among schools, programs and families. Studies show that in the year before kindergarten, children whose parents participate in center-based activities are more prepared for school. CCHS recognizes that the family is the primary force in preparing children for school and life, and children benefit when adults who care for them work together. Opportunities for parents to get involved at school include serving on Policy Council and various parent committees, Parent and Child Together (PACT) activities, volunteering in the classrooms, and preparing materials for teachers in the resource room. Parent input is another crucial component to a child’s success. CCHS uses the ASQ-3 developmental screener in which parents give input about their child’s development. The screening tool is given to the parents during the initial home visit with teachers. Intake, parent/teacher conferences, and parent meetings are additional avenues for parents to partake in preparing their child for school.

Community partnerships are formed to offer comprehensive family support, thus promoting family well-being, and as a result, improving children's readiness for kindergarten. Helping families overcome challenges such as poverty, homelessness, family and community violence, stress, etc. is vital to supporting children's learning. The staff will be trained on the importance of Family Engagement. Parents will also be provided training about family engagement and assessment data.

When CCHS staff develop relationships with families that are based on respect and trust, family engagement is more likely to occur. Family engagement in Head Start means building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development for both parents and children. Positive goal-directed relationships between families and program staff are key to engagement and children's school readiness.

The following is a list of the 7 Family Engagement Outcomes, along with how CCHS achieves these outcomes and prepares families and children for school readiness.

1. Family Well-being
 - a. Nutrition information sent home
 - b. Preparing Healthy snacks event
 - c. Financial Literacy information sent home
 - d. Parental input on mental health assessments
 - e. Good Samaritan Health Clinic information
2. Parent-Child Relationships
 - a. Opportunities to volunteer
 - b. PACT activities
 - c. Parent lending library, including DVD's and board games
 - d. Spring Extravaganza
 - e. Fall Festival
 - f. "Community Happenings" information
3. Families as Lifelong Learners
 - a. IEP meetings
 - b. Parent/Teacher conferences
 - c. PACT activities
 - d. Home visits
 - e. Information on Adult Education from WSCC
 - f. Budgeting/Financial Information
 - g. Ready Rosie Parent Curriculum
4. Families as Learners
 - a. Opportunities to attend trainings on various topics
 - b. Community information
 - c. Computers available to use for research, resumes, etc.
 - d. Public Library information
5. Family Engagement in Transitions
 - a. Open House for children entering Head Start
 - b. Transitioning children visit Kindergarten classrooms, CCPS library, etc.
 - c. Kindergarten Transition meeting for parents of children entering Kindergarten
 - d. Parent Orientation to Head Start

- e. Home visits (beginning and end of the year)
- 6. Family Connections to Peers and Community
 - a. Trainings
 - b. Volunteer Opportunities
 - c. Community information
 - d. Community Resource Directory
 - e. Facebook/Twitter
- 7. Families as Advocates and Leaders
 - a. Policy Council
 - b. Committees
 - c. PTO opportunities for parents of children transitioning to Kindergarten
 - d. IEP meetings
 - e. Job postings
 - f. Parent/Teacher conferences

Evaluating Child Outcomes (Assessing Children's Progress)

Instructional staff monitors the continuous progress of each child through documentation, skill checklists, objective data forms, writing journals, formal observations, parent input through family contacts, service provider reports, and Individual Education Plan (IEP) monitoring forms. Each child's assessment data is maintained on-line at Teaching Strategies GOLD assessment website. Assessment data is used to plan weekly lessons and activities for all children, and individualized instruction and activities for each child. The program has set a goal for children to meet or exceed the widely held expectation in all educational domains for the 4 year olds. The final gain will be measured from the fall assessment checkpoint to the spring checkpoint.

Teaching Strategies GOLD, PELI data and Cognitive ToyBox data is aggregated by the classroom and by the program level three times per year- October, February and May. At each checkpoint, the School Readiness committee reviews the outcomes data across the domains for the total program and identifies any school readiness areas where children are not progressing. This allows for determining what areas/or classrooms need additional support. The data is also used to determine group or individual professional development needs. The Education Manager meets with instructional staff to analyze data using their classroom report. Instructional staff use the analysis to refine their planning process for each child and groups of children, and as a guide to set goals for the coaching cycle. This data report is provided to all stakeholders and Head Start staff three times a year, and is included in the annual report.

The Child Outcome Reports for the preschool children are provided to staff, parents, the Policy Council and the School Readiness Committee members. The report includes how the children are doing compared to other Head Start children across the nation. The three checkpoint Child Outcomes data drives the program changes to: improve teaching and learning, engage families, determine program professional development needs, and need of professional development funds.

Teacher-Child Interactions in the Classroom

CCHS is familiar with the research demonstrating the importance of teacher-child interactions in helping promote positive outcomes for children. Another key component of the CCHS School Readiness plan focuses on teacher-child interactions. The two identified goals for this component:

- Ensure that all classrooms provide effective social, organizational, and instructional teacher-child interactions.
- Systematically use professional development resources to target areas of practice across classrooms, as well as provide more intensive support to teachers most in need.

To address the first goal, all of CCHS' classrooms will be assessed by the program's CLASS Observers using the Classroom Assessment Scoring System (CLASS).

The CLASS data is one source of information to determine the effectiveness of the following:

- | | |
|----------------------------|---|
| • Curriculum | • Intentional teaching |
| • Assessment tools | • Teacher supports |
| • Learning environment | • Children's progress |
| • Instructional planning | • Parental input into children's learning |
| • Instructional strategies | • Transition to kindergarten |

Supporting Transitions

Head Start provides a number of activities for families and students who will be entering kindergarten. Children and families have an opportunity to visit kindergarten classrooms and become more acquainted with the kindergarten routine and expectations including special classes (P.E. and Library). Parents are invited to attend a meeting led by kindergarten teachers to inform them of expectations and experiences in kindergarten. Each classroom also conducts a transition program to share accomplishments learned throughout the year with families. CCHS collaborates with CCPS to help with the kindergarten enrollment process. Head Start classrooms are located in the same building as the kindergarten classrooms. CCHS children go to class, eat lunch, and play outside in the same school as kindergarten and first grade students.

Behind every successful child is a supportive family. The school readiness team recognizes the need to educate and support Head Start families in their role as the primary educator of their children. The team would like to include the following supports for the children and parents of Head Start:

- Providing supplies for incoming Head Start students transitioning to kindergarten.
- Introduce students and families to kindergarten teachers in the spring.
- Head Teachers and Kindergarten teachers will visit each other's classrooms.
- CCPS reserves a day during kindergarten registration just for Head Start parents to enroll their children.

**Cullman City Head Start
School Readiness Goals/PFCE Outcomes
2023-2024**

Domain: Approaches to Learning

- 1) The children will manage emotions and behaviors while following classroom rules and routines.

Domain: Social & Emotional Development

- 1) The children will develop relationships and build positive connections with adults and peers.
- 2) The children will manage emotions with increasing independence.

Domain: Language and Literacy

- 1) The children will develop emerging skills in phonological awareness, to include identifying letters and producing sounds associated with letters. Students will be able to identify 18 uppercase and 15 lowercase letters. They will be able to identify some sound and the initial sounds in words.
- 2) The children will understand and use a wide variety of words for a variety of purposes.

Domain: Cognition and General Knowledge

- 1) The children will begin to count, write numbers, and identify numbers in print.
 - a.) 4's will count to 20 and identify numbers 0-10.
 - b.) 3's will count to 10 and be exposed to numbers and subitizing.
- 2) The children will recognize simple shapes, repeat simple patterns and measure objects using standard and non-standard measurement.

Domain: Perceptual, Motor, and Physical Development

- 1.) The children will develop fine motor skills in order to be able to perform more complex tasks such as drawing fine details, holding scissors and writing utensils.

Dual Language Learners

- 1) English Language Development- Children who are dual language learners will demonstrate competency in their home language while acquiring beginning proficiency in English.

Parent/Family Engagement School Readiness Goals:

- 1) Family Well Being: Families are safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other family support services.