

**SCHOOL READINESS GOALS for MEO HEAD START
SCHOOL YEAR 2020-21**

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| HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: APPROACHES TO LEARNING (AL) | |
| SCHOOL READINESS GOALS: <ul style="list-style-type: none"> ● Children attempt different strategies to complete work or solve problems with other children. ● Children are able to hold small amounts of information in mind, such as two-step directions, to successfully complete simple tasks. | |
| Teaching Strategies GOLD Child Outcomes indicators: | 11c: Solves problems 12a: Recognizes and recalls |
| Head Start Early Learning Outcomes Framework (ELOF) Indicators: | Sub-Domain: COGNITIVE SELF-REGULATIONS (EXECUTIVE FUNCTIONING) GOAL: Child demonstrates flexibility in thinking and behavior. Sub-Domain: COGNITIVE SELF-REGULATIONS (EXECUTIVE FUNCTIONING) GOAL: Child holds information in mind and manipulates it to perform tasks. |
| Hawai'i Early Learning and Developmental Standards (HELDS) Indicators: | Strand: Learning Approaches; Topic: Problem Solving Strand: Learning Approaches; Topic: Reflection and Interpretation |
| EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL: <ul style="list-style-type: none"> ● Teaching staff play games to strengthen children's memory to recall information to complete simple tasks (i.e. "Simon-Says", "Going on A Bear Hunt", songs "Head, shoulders, knees, and toes", etc.) ● Teaching staff have open-ended questions/conversations with children to re-cap prior/current activities and/or events. ● Teaching staff use CSEFEL problem solving cards with children to teach children different strategies to problem solve with their peers. ● Teaching staff implement the Second-Step curriculum to strengthen children's identify their feelings, and feelings of others, and how to cope with their feelings. | |

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| <p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> ● 85% of children will meet the appropriate age range by Checkpoint 2. ● 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students</p> <ul style="list-style-type: none"> ● 11c: 39% ● 12a: 42% <p>WINTER (Checkpoint 2) SPRING (Checkpoint 3)</p> |
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**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:
SOCIAL AND EMOTIONAL DEVELOPMENT (SED)**

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| <p>SCHOOL READINESS GOALS:</p> <ul style="list-style-type: none"> ● Children will engage in positive and cooperative interactions with adults. ● Children will use basic problem-solving skills to resolve conflicts with other children. |
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| <p>Teaching Strategies GOLD Child Outcomes indicators:</p> | <p>2b: Responds to emotional cues 3b: Solves social problems</p> |
| <p>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</p> | <p>Sub-Domain: RELATIONSHIPS WITH ADULTS GOAL: Child engages in and maintains positive relationships and interactions with adults.</p> <p>Sub-Domain: RELATIONSHIPS WITH ADULTS GOAL: Child engages in prosocial and cooperative behavior with adults.</p> <p>Sub-Domain: RELATIONSHIPS WITH OTHER CHILDREN GOAL: Child uses basic problem-solving skills to resolve conflicts with other children.</p> |
| <p>Hawai'i Early Learning and Developmental</p> | <p>Strand: Social Development; Topic: Interactions with Adults and Interactions with Peers Strand: Emotional Development; Topic: Emotional Expression</p> |

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| Standards (HELDS) Indicators: | |
| EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL: | |
| <ul style="list-style-type: none"> ● Teaching staff continue to use the Second Step Curriculum in small and large groups of children. Second Step is a tool that provides strategies for strengthening children’s social-emotional skills. ● Teaching staff also continue to implement strategies from the CSEFEL (Center on the Social and Emotional Foundations for Early Learning) Problem-Solving Kits. These are used individually as well as in groups. ● Teaching staff continue to utilize lessons from Creative Curriculum that support social-emotional skills(i.e.You & Me Time; How can We Help?; Conflict Resolution,etc.) ● Teaching staff engage in conversations with children to support positive relationships. ● Teaching staff will continue to help children be aware of their emotions and the emotions of their peers and adults when problem solving conflicts with other children through use of picture cues and/or mirroring children’s expressions. | |
| MEASURABLE OUTCOMES: | |
| <ul style="list-style-type: none"> ● 85% of children will meet the appropriate age range by Checkpoint 2. ● 95% of children will meet the appropriate age range by Checkpoint 3. | |
| FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students | |
| <ul style="list-style-type: none"> ● 2b: 58% ● 3b: 41% | |
| WINTER (Checkpoint 2) | |
| SPRING (Checkpoint 3) | |

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:
LANGUAGE AND COMMUNICATION (LC)**

SCHOOL READINESS GOAL:

- Children can understand and respond verbally and non-verbally to increasingly longer sentences, simple questions, and stories.

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| <ul style="list-style-type: none"> • Children can recall a past experience or a location visited and provide descriptions when prompted. | |
| Teaching Strategies GOLD Child Outcomes indicators: | 10b. Uses social rules of language 9d: Tells about another place and time |
| Head Start Early Learning Outcomes Framework (ELOF) Indicators: | <p>Sub-Domain: ATTENDING AND UNDERSTANDING GOAL: Child attends to communication and language from others.</p> <p>Sub-Domain: ATTENDING AND UNDERSTANDING GOAL: Child understands and responds to increasingly complex communication and language from others.</p> <p>Sub-Domain: VOCABULARY GOAL: Child shows understanding of word categories and relationships among words.</p> |
| Hawai'i Early Learning and Developmental Standards (HELDS) Indicators: | <p>Strand:Speaking and Listening; Topic: Comprehension and Collaboration Strand:Speaking and Listening; Topic: Presentation of Knowledge and Ideas</p> |
| <p>EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:</p> <ul style="list-style-type: none"> • Teaching staff continue to use Creative Curriculum lessons to strengthen children’s comprehension and knowledge and ideas (i.e. That’s How you Do It!; Story Problems; Did You Ever see?, etc.) • Teaching staff have conversations with children to help recall past events in their school, home, or community. • Teaching staff implement “Question of the Day” that can focus on current or past events/lessons/activities. • Teaching staff use open-ended questioning with children to help children express their thoughts. • Teaching staff provide children with new words to increase children’s vocabulary of words. • Teaching staff use descriptive words and provide activities that encourage children to use descriptive words to identify relationships of objects, etc. | |
| <p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> • 85% of children will meet the appropriate age range by Checkpoint 2. | |

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- 95% of children will meet the appropriate age range by Checkpoint 3.

FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students

- 10b: 56%
- 9d: 40%

WINTER (Checkpoint 2)

SPRING (Checkpoint 3)

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: LITERACY (L)

SCHOOL READINESS GOALS:

- With support, children can distinguish when two words rhyme and when two words begin with the same sound.
- Children can recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name).
- Children’s early writing represents information and can be retold by the child as a story or idea.

**Teaching Strategies
GOLD Child Outcomes
indicators:**

**15a: Notices and discriminates rhyme
16b: Uses letter-sound knowledge
19b: Writes to convey ideas and information**

**Head Start Early
Learning Outcomes
Framework (ELOF)
Indicators:**

Sub-Domain: PHONOLOGICAL AWARENESS
GOAL: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Sub-Domain: PRINT AND ALPHABET KNOWLEDGE
GOAL: Child identifies letters of the alphabet and produces correct sounds associated with letters

Sub-Domain: WRITING

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| | GOAL: Child writes for a variety of purposes using increasingly sophisticated marks. |
| Hawai'i Early Learning and Developmental Standards (HELDS) Indicators: | Strand:Reading Foundation; Topic: Phonological Awareness Strand:Reading Foundation; Topic: Phonics and Word Recognition Strand: Writing; Topic: Text Types and Purposes |
| <p>EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:</p> <ul style="list-style-type: none"> ● Teacher staff provide “Journal” writing for children to write letter symbols in their names. ● Teacher staff work with children to use letter symbols to describe their artwork. ● Teaching staff provide letters for children to practice letter names and letter sounds. ● Teaching staff provide letters for children to manipulate and spell familiar words. ● Teaching staff provide opportunities to participate in nursery rhymes, word rhyming games/songs. ● Teaching staff continue to use Creative Curriculum lessons to strengthen children’s understanding of letter symbols and letter sounds (i.e Making my name; Playing with Environmental Print; Rhyming Tubs, etc.). ● Teaching staff continue to use Mighty Minutes with children in small/large groups and throughout the school day. ● Teaching staff read a minimum of 5 books each day to support letter recognition and letter sounds, and recognize sight words. | |
| <p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> ● 85% of children will meet the appropriate age range by Checkpoint 2. ● 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students</p> <ul style="list-style-type: none"> ● 15a: 28% ● 16b: 50% ● 19b: 32% <p>WINTER (Checkpoint 2) SPRING (Checkpoint 3)</p> | |

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| HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: MATHEMATICS DEVELOPMENT (MD) | |
| SCHOOL READINESS GOALS: <ul style="list-style-type: none"> ● Children can understand spatial vocabulary and follow directions involving their own position in space, such as “Move to the front of the line.” ● Children can identify, describe, compare, and compose shapes. | |
| Teaching Strategies GOLD Child Outcomes indicators: | 21a: Understands spatial relationships 21b: Understands shapes |
| Head Start Early Learning Outcomes Framework (ELOF) Indicators: | Sub-Domain: GEOMETRY AND SPATIAL SENSE GOAL: Child explores the positions of objects in space. Sub-Domain: GEOMETRY AND SPATIAL SENSE GOAL: Child identifies, describes, compares, and composes shapes. |
| Hawai'i Early Learning and Developmental Standards (HELDS) Indicators: | Strand: Mathematics and Numeracy; Topic: Geometry |
| EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL: <ul style="list-style-type: none"> ● Teaching staff use descriptive words when having conversations with children to strengthen children’s understanding of position in space and comparisons between objects. ● Teaching staff provide activities that strengthen children’s understanding of shapes and spatial relationships, blocks, magnetiles, unifex cubes, puzzles, sorting objects, etc. ● Teaching staff use games to help children identify shapes and understand the use of positional vocabulary. ● Teaching staff continue to use lessons from Creative Curriculum to extend children’s understanding of shapes and spatial relationships (i.e. We’re Going on an Adventure; Where’s the Bean Bag; Straw Shapes, etc.). | |

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| <p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> • 85% of children will meet the appropriate age range by Checkpoint 2. • 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students</p> <ul style="list-style-type: none"> • 21a: 43% • 21b: 37% <p>WINTER (Checkpoint 2) SPRING (Checkpoint 3)</p> |
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| <p>HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: SCIENTIFIC REASONING (SR)</p> |
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| <p>SCHOOL READINESS GOAL:</p> <ul style="list-style-type: none"> • Children can make simple predictions and ask relevant questions when prompted. |
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| <p>Teaching Strategies GOLD Child Outcomes indicators:</p> | <p>24. Uses scientific inquiry skills</p> |
| <p>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</p> | <p>Sub-Domain: REASONING AND PROBLEM- SOLVING GOAL: Child asks a question, gathers information, and makes predictions.</p> |
| <p>Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:</p> | <p>Strand: Science;Topic: Scientific and Engineering Practices</p> |

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| <p>EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:</p> <ul style="list-style-type: none"> • Teaching staff continue to ask open ended questions to allow children to gather information and make predictions. |
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- Teaching staff provide activities that encourage children to make predictions (i.e. gardening, color mixing, etc.)
- Teaching staff continue to use Creative Curriculum to strengthening their inquiry skills (i.e. Investigating and Recordings, Observational Drawings, etc.)

MEASURABLE OUTCOMES:

- 85% of children will meet the appropriate age range by Checkpoint 2.
- 95% of children will meet the appropriate age range by Checkpoint 3.

FALL 2020/21 BASELINE (Checkpoint 1): % = total # of students “Meets Programs Expectations” divided by total # of enrolled students.

- 24: 7%

WINTER (Checkpoint 2)

SPRING (Checkpoint 3)

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:
PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT (PMPD)**

SCHOOL READINESS GOALS:

- Children can position their body weight to balance on one leg or use a balance beam or similar tool successfully.
- Children can perform simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors.

Teaching Strategies
GOLD Child Outcomes
indicators:

**5: Demonstrates balancing skills
7a: Uses fingers and hands**

Head Start Early
Learning Outcomes
Framework (ELOF)
Indicators:

Sub-Domain: GROSS MOTOR
Goal: Child demonstrates control, strength, and coordination of large muscles.

Sub-Domain: FINE MOTOR
GOAL: Child demonstrates increasing control, strength, and coordination of small muscles.

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| Hawai'i Early Learning and Developmental Standards (HELDS) Indicators: | Strand: Motor Development; Topic: Gross Motor Skills and Fine Motor Skills |
| <p>EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL:</p> <ul style="list-style-type: none"> ● Teaching staff provide activities with children to explore balance and shifting weight of objects (i.e. balancing on one leg; use balance beams, etc.). ● Teaching staff provide activities to strengthen children's fine motor skills (i.e. tearing/cutting paper, stringing beads, manipulating puzzle pieces, playdough, etc.). ● Teaching staff continue to use Creative Curriculum lessons to support children's exploration and understanding of using gross and fine motor skills (i.e. Balance on a Beam; Let's Sew; Busy Beads, etc.). ● At least one hour of outdoor play time is dedicated to gross-motor activities such as running and playing tag, hopscotch, riding tricycles, red light/green light, following the leader, balancing opportunities, obstacle courses, etc. ● During indoor time, music and movement is offered to provide other gross-motor opportunities. ● Music and movement is also offered outdoors as well, to provide various experiences for gross-motor activities. | |
| <p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> ● 85% of children will meet the appropriate age range by Checkpoint 2. ● 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2020/21 BASELINE (Checkpoint 1): % of total #of enrolled students</p> <ul style="list-style-type: none"> ● 5: 72% ● 7a: 85% <p>WINTER (Checkpoint 2) SPRING (Checkpoint 3)</p> | |

ADDITIONAL DOMAINS: SOCIAL STUDIES AND ARTS

**SCHOOL READINESS GOALS for MEO HEAD START
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| SCHOOL READINESS GOALS: | |
| <ul style="list-style-type: none"> ● Children demonstrates knowledge in simple geographic terms ● Children can use expression through musical concepts | |
| Teaching Strategies GOLD Child Outcomes indicators: | 32: Demonstrates simple geographic knowledge 34: Explores musical concepts and expression |
| Head Start Early Learning Outcomes Framework (ELOF) Indicators: | These domains are embedding into other areas in development as referenced within this document. |
| Hawai'i Early Learning and Developmental Standards (HELDS) Indicators: | Strand: Social Studies; Topic: Geography Strand: Creative Arts Expression and Representation; Topic: Musical |
| EXAMPLES OF ACTIVITIES THAT SUPPORT THIS GOAL: | |
| <ul style="list-style-type: none"> ● Teaching staff provide music and movement activities for children to participate in small/large groups. ● Teaching teams provide musical instruments and movement tools for children to explore and express themselves through music and movement. ● Teaching staff continue to use Creative Curriculum to strengthen children's understanding go geography (i.e. Treasure Hunt; We're Going on an Adventure, etc.). ● Teaching staff have conversations with children about their community. ● Teaching staff provide books on different places and origins to help children understand the sense of place. ● Teaching staff provide different genres of music for children to understand cultural diversity in relation to geography. | |
| MEASURABLE OUTCOMES: | |
| <ul style="list-style-type: none"> ● 85% of children will meet the appropriate age range by Checkpoint 2. ● 95% of children will meet the appropriate age range by Checkpoint 3. | |

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FALL 2020/21 BASELINE (Checkpoint 1): % = total # of students "Meets Programs Expectations" divided by total # of enrolled students.

- 32: Emerging status
- 34: 27%

WINTER (Checkpoint 2)

SPRING (Checkpoint 3)