



PORTER – LEATH

Better Children. Better Families.

Revised 9/15/16

2016-2017

Early Head Start School Readiness Goals for Infants and Toddlers

*Child Development and Early Learning Domain	Growth Goals	End of Year Goals
*Language & Literacy	<p>Children 0-3 yrs. will increase their literacy knowledge from their beginning assessment to their ending assessment by gains of 30%.</p> <p>Young Infants, this includes looking at pictures in a book; exploring books by mouthing, chewing, patting, and banging books.</p> <p>Mobile Infants, this includes pointing to pictures when named by an adult; using language or language like sounds in “conversations” with adults and friends using one or two word sentences to communicate</p> <p>Toddlers, this includes handling books, using writing instruments; dictating words and watching an adult writing them down</p>	<p>80% of children 0-3 yrs. will be proficient in literacy knowledge by the end of the year assessment.</p>
*Approaches Toward Learning Goals for Infants and Toddlers	<p>Children 0-3 will increase their approaches toward learning goals by increasing gains of 30% in persistence and discovery from their beginning assessment to their ending assessment</p> <p>Young Infants, this includes maintaining interest in interactions or exploration during waking hours, such as sitting on an adult’s lap and listening to a simple book.</p> <p>Mobile Infants, this includes regulating and prolonging attention with the support of a responsive adult.</p> <p>Toddlers, this includes maintaining attention long enough to complete activities and experiences that interest them, such as completing a simple puzzle, listening to a story, building a block structure and playing pretend games.</p>	<p>Children 0-3 served will be at least 85% proficient in demonstrating persistence in learning and discovery by the end of the year assessment.</p>
*Cognition & General Knowledge	<p>Children 0-3 yrs. will achieve at least 25% gain in math concepts during daily routines and experiences</p> <p>Young Infants, this includes recognizing the difference in number of small sets of objects, such as being surprised when watching two objects dropped into a box but finding only one object in the box</p> <p>Mobile Infants, this includes using shape sorting boxes, using words such as big, little, more and one, two, three; and noticing the size, shape, and color of objects.</p> <p>Toddlers, this includes sorting the circles separately from the squares, even though each comes in red, blue, and yellow; setting a plate at each chair at mealtime; and understanding the relationship to solve problems.</p>	<p>Children 0-3 yrs. will achieve at least 85% proficiency in math concepts during daily routines and enrichment opportunities/experiences by the end of the year assessment period.</p>
*Social & Emotional Development	<p>Children 0-3 yrs. will begin to learn and internalize rules, routines, and directions by 25% gains from the beginning of the assessment to the end of the year assessment</p> <p>Young Infants, this includes recognizing and anticipating daily routines i.e., anticipating eating when an adult brings a bottle out expecting an adult to come when they cry out after a nap.</p> <p>Mobile Infants, this includes anticipating and participating in home and classroom routines when directed, such as clearing dishes from the tables after meals, walking to the changing table for a diaper change, and brushing teeth after eating.</p> <p>Toddlers, this includes learning and understanding rules but not always having the self- regulation to follow them.</p>	<p>95% of children 0-3 yrs. will begin to learn and internalize rules, routines and directions and demonstrate proficiency by the end of the assessment period.</p>

EHS retention rate 85% and goals are set by 2015-2016 data trends.