

## **Webb County Head Start/Early Head Start 2013-2014 School Readiness Goals**

Close to a million U.S. children prepare for school in Head Start Programs throughout the Nation. Each year, more than 470,000 children of low income families transition from Head Start to kindergarten. For this reason, the Webb County Head Start program's mission is to promote school readiness by enhancing the social and cognitive development of enrolled children through the provision of health, education, nutritional, social, and other services that are determined to be necessary.

In 2000, the Office of Head Start expanded the understanding of school readiness for children by delineating domains of learning and development in the Child Outcomes Framework. In 2010, the revised Head Start Child Development and Early Learning Framework was released to reflect changes in the field of early childhood, new research, and legislation that expand the understanding of school readiness. The framework provides a description of the developmental building blocks that are most important for a child's school, long-term success, and it identifies five essential domains: Physical health and development; Social and emotional development; Approaches to learning; Language and literacy; and Cognition and general knowledge. Furthermore, it reflects the legislative mandates of the Improving Head Start for School Readiness Act of 2007.

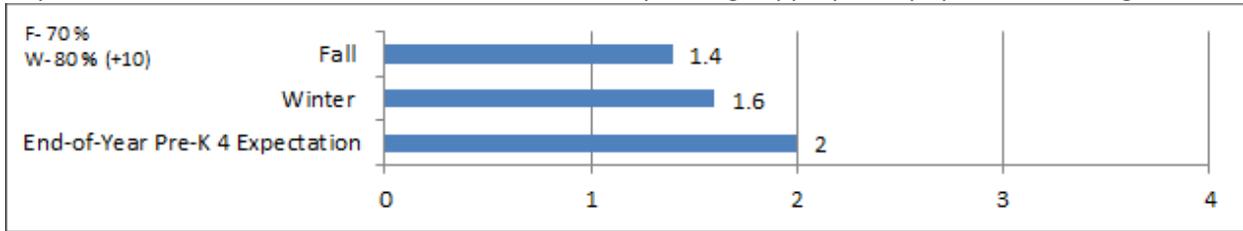
It is expected that all Webb County Head Start children will develop and progress in all areas of child development and early learning outlined in the framework. The curricula and assessment have been aligned with the Head Start Child Development and Early Learning Framework and with the Texas Pre-K Guidelines. Head Start parents are encouraged to engage as their children's first educators, working together with teachers to support the school readiness goals. All classrooms are monitored on a monthly basis to ensure that the environment is conducive to learning. Children's development and growth are measured and analyzed three times during the school year and four times during the school year for Early Head Start. An action plan is developed after each checkpoint to ensure the continuing development of the Webb County Head Start children.

The following graphs demonstrate the midpoint data/growth from Fall to Winter for 2013-2014, Education Outcomes. Teachers will focus on the two lowest objectives per domain (school readiness goals). These are high-lighted in red. The third checkpoint data will be gathered and analyzed in the month of April.

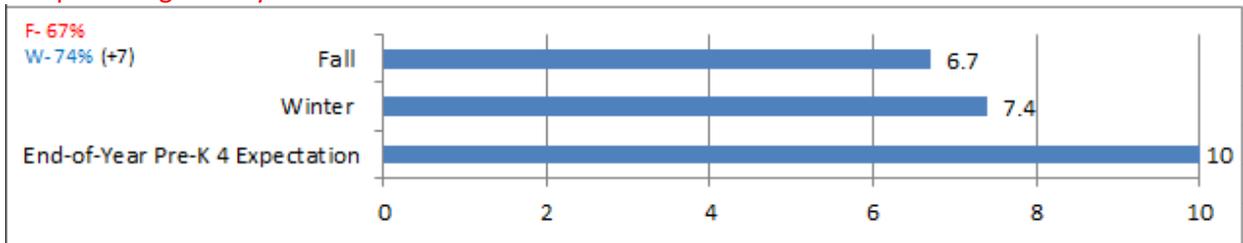
**WEBB COUNTY HEAD START PROGRAM**  
 Education Outcomes Report  
 WINTER 2013-2014

**Physical Development and Health**

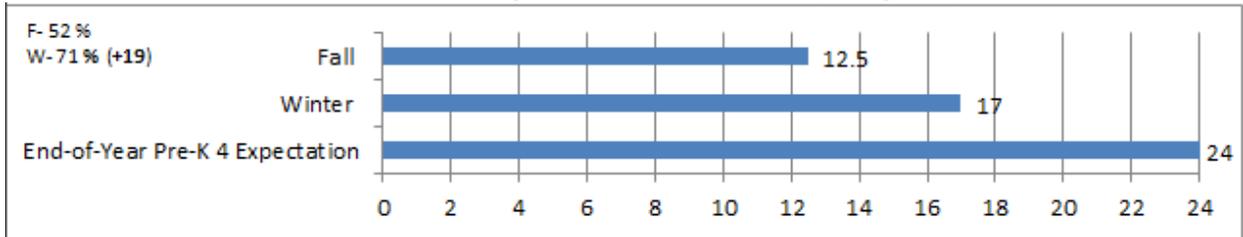
Physical Health Status: Children will maintain a healthy and age appropriate physical well-being.



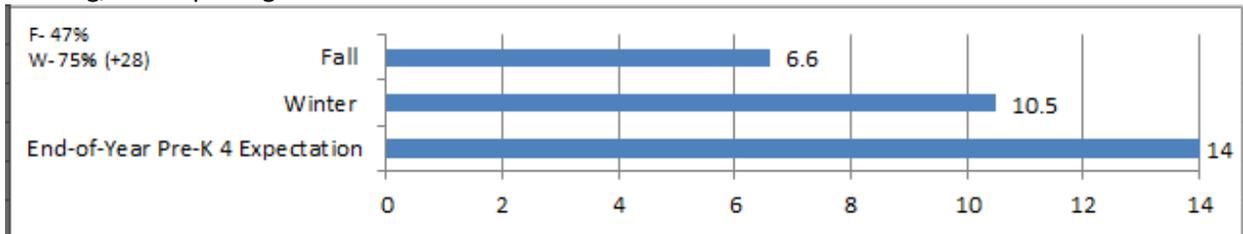
Health Knowledge and Practice: Children will demonstrate an understanding of healthy and safe habits and practicing healthy habits.



Gross Motor Skills: Children will control large muscles for movement, navigation, and balance.

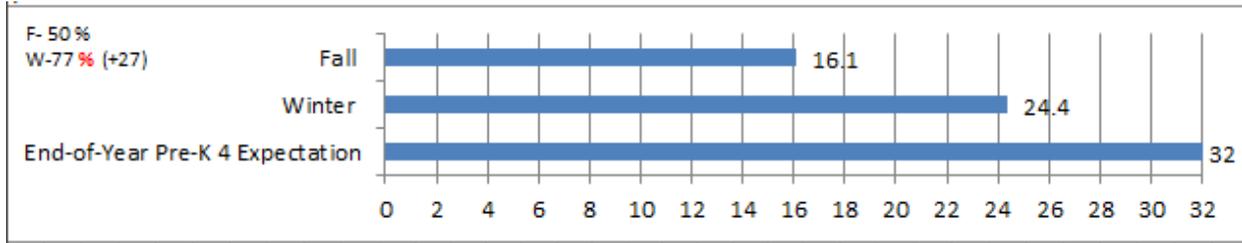


Fine Motor Skills: Children will control small muscles for such purposes as using utensils, self-care, building, and exploring.



## Social and Emotional Development

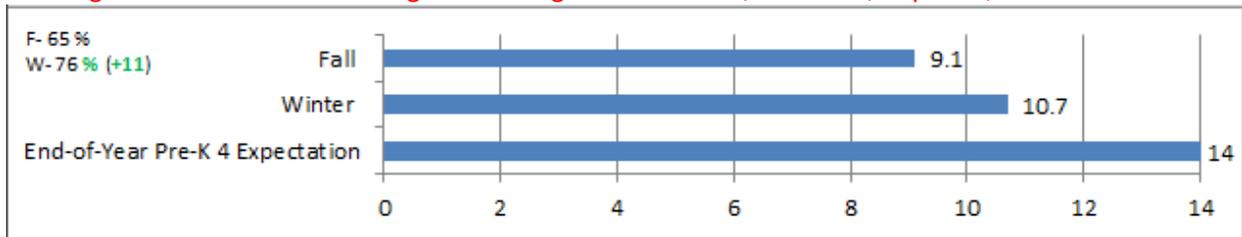
Social Relationships: Children will maintain healthy relationships and interactions with adults and peers.



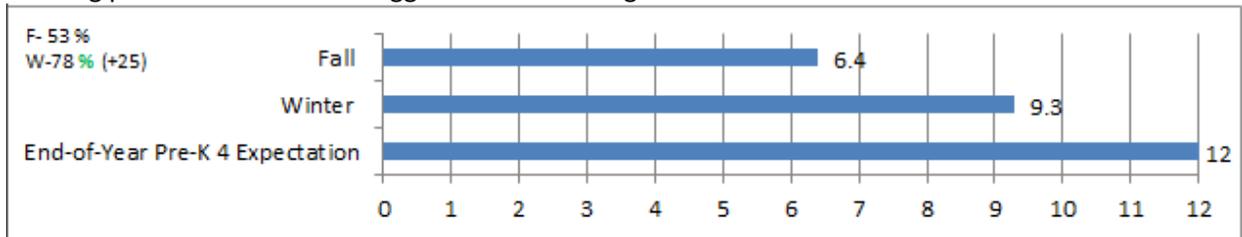
Self-Concept & Self Efficacy: Children will demonstrate perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.



Self-Regulation: Children will recognize and regulate emotions, attention, impulses, and behavior.

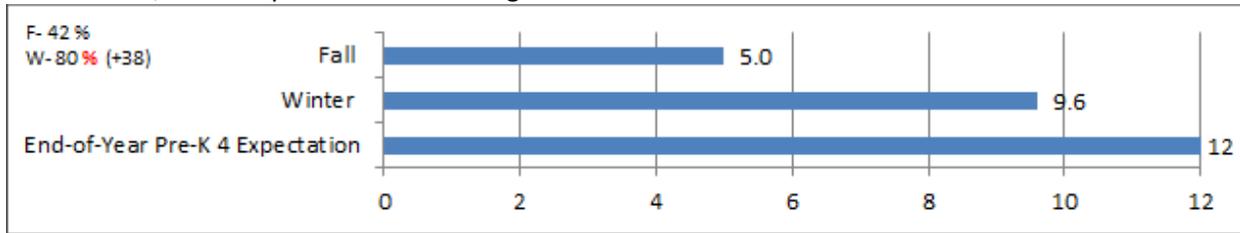


Emotional & Behavioral Health: Children will demonstrate a healthy range of emotional expression and learning positive alternative to aggressive or isolating behaviors.

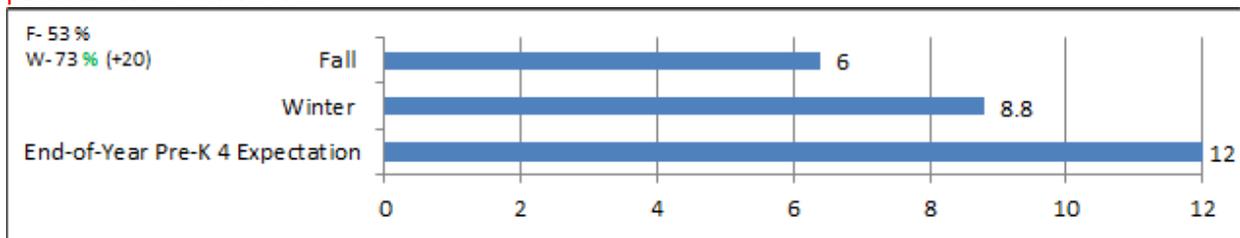


## Approaches to Learning

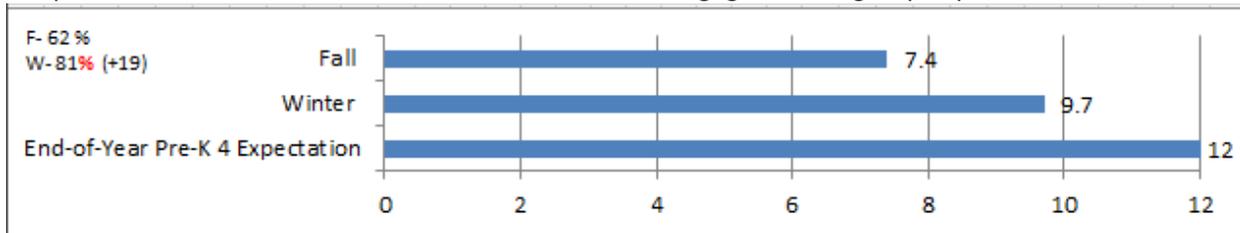
Initiative & Curiosity: Children will demonstrate an interest in varied topics and activities, desire to learn, creativeness, and independence in learning.



Persistence & Attentiveness: Children will demonstrate an ability to begin and finish activities with persistence and attention.



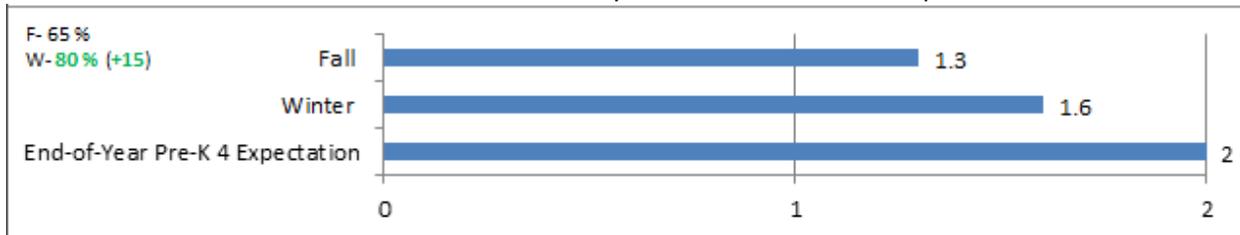
Cooperation: Children will demonstrate an interest and engagement in group experience.



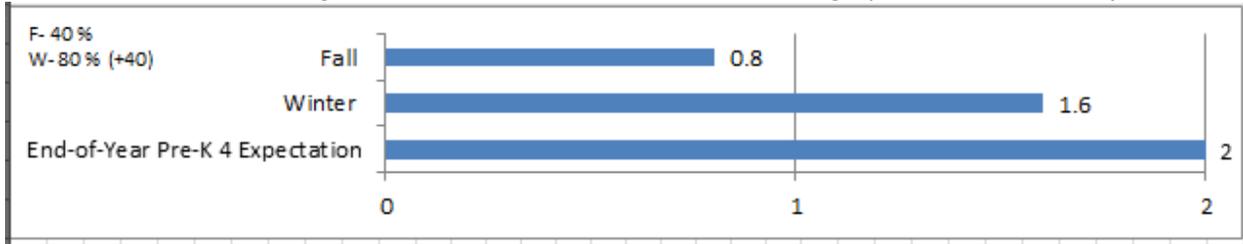
Music: Children will use voice and instruments to create sounds.



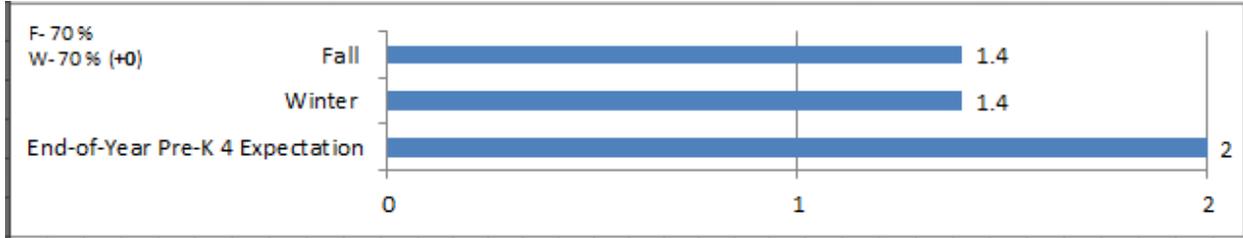
Creative Movement & Dance: Children will use body to move to music and express oneself.



Art: Children will use a range of media and materials to create drawings, pictures, or other objects.



Drama: Children will portray events, characters, or stories through acting and using props and language.

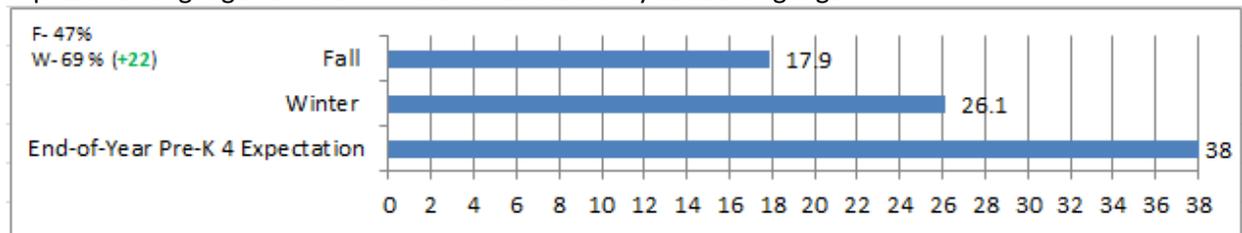


## Language and Literacy

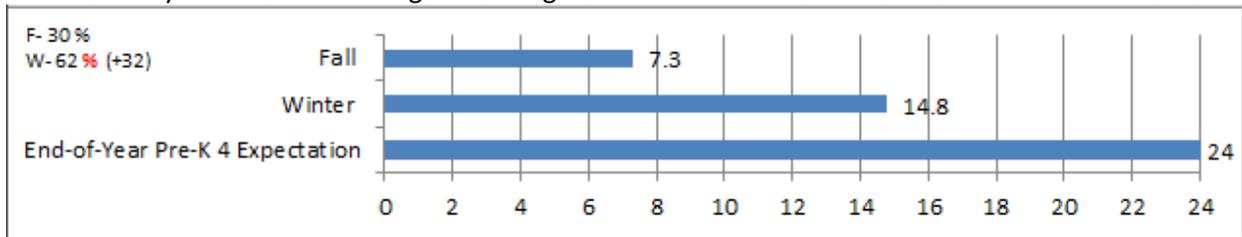
Receptive Language: Children will comprehend or understand language.



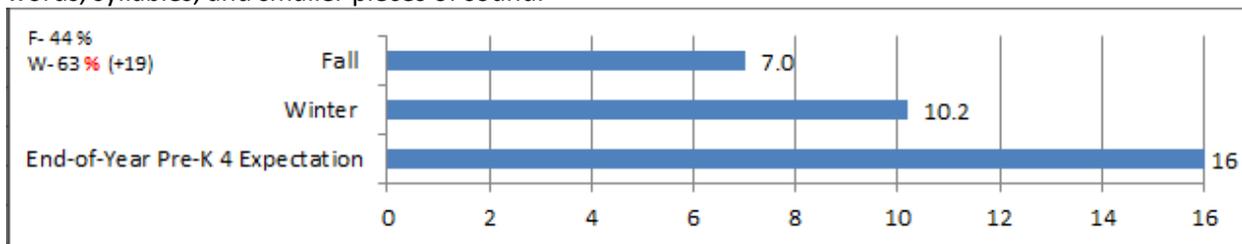
Expressive Language: Children will demonstrate ability to use language.



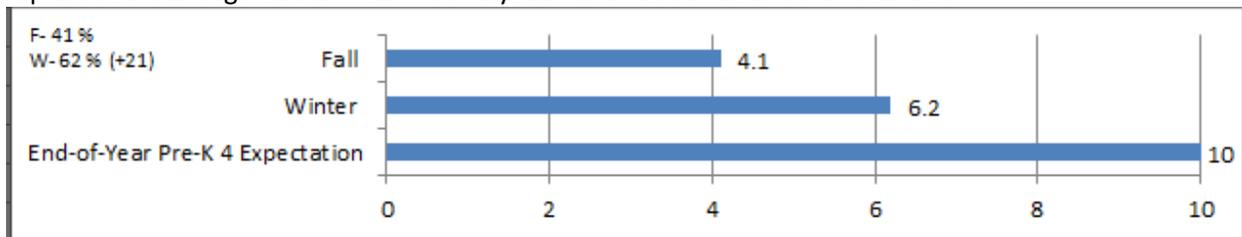
Book Appreciation and Knowledge: Children will demonstrate interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other text.



Phonological Awareness: Children will demonstrate an awareness that language can be broken into words, syllables, and smaller pieces of sound.



Alphabet Knowledge: Children will identify names and sounds associated with letters.



Print Concepts & conventions: Children will demonstrate knowledge of the concepts about print and early decoding (identifying letter-sounds relationships).



Early Writing: Children will become familiar with writing implements, conventions, and emerging skills, to communicate through written representations, symbols, and letters.

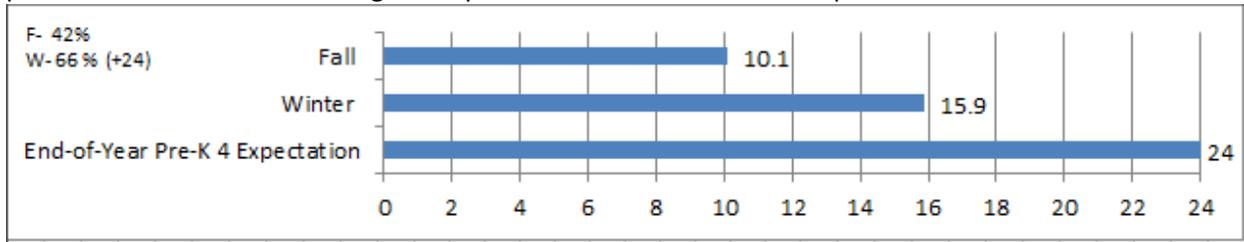


Engagement in English Literacy Activities: Children will demonstrate ability to understand and respond to books, storytelling, and songs presented in English.

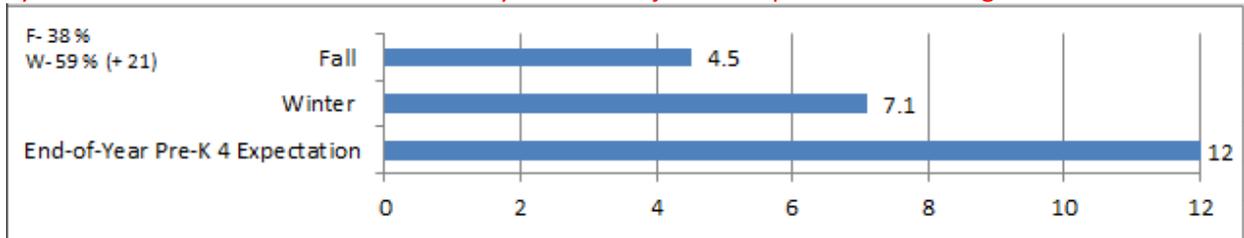


## Cognition and General Knowledge

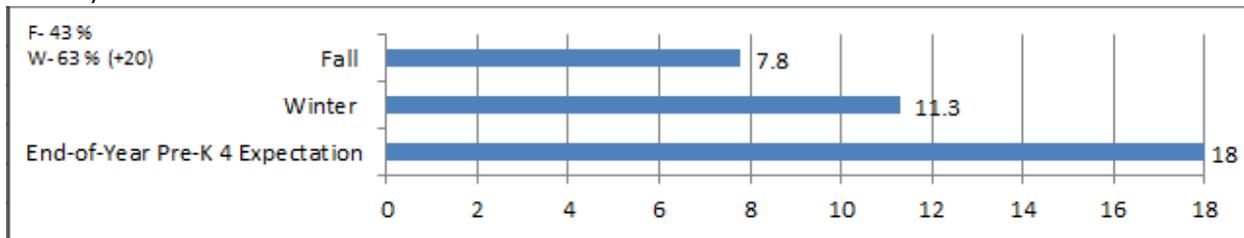
Reasoning & Problem Solving: Children will demonstrate ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.



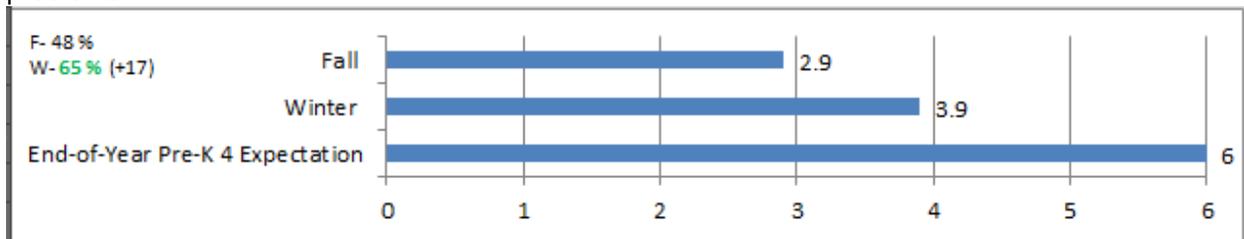
Symbolic Presentation: Children will use symbols or objects to represent something else.



Number Concepts & Quantities: Children will demonstrate understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).



Number Relationships & Operations: Children will use numbers to describe relationships and solve problems.



Geometry & Spatial Sense: Children will demonstrate understanding of shapes, their properties, and how objects are related to one another.



Patterns: Children will recognize patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.



Measurement & Comparison: Children will demonstrate understanding of attributes and relative properties of objects as related to size, capacity, and area.



Scientific Skills & Method: Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions.



Conceptual Knowledge of the Natural & Physical World: Children will acquire concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.



Self, Family, & Community: Children will demonstrate understanding of one's relationship to the family and community, roles in the family and community, and respect for diversity.



People & The Environment: Children will demonstrate understanding of the relationship between people and the environment in which they live.



History & Events: Children will demonstrate understanding that events happened in the past and how these events relate to one's self, family, and community.

