

PHS Center Based
School Readiness Goals
2023-2024

Language and Literacy

Goal #1

Children will demonstrate a knowledge of letter names and sounds.

Implementation

- Staff will be trained on ways to facilitate alphabet knowledge into the classrooms.
- Children will recognize and name eleven to twenty letters, both upper and lower case.
- Children will be able to produce the correct sound for ten to twenty letters.
- Children will show an understanding that a sequence of letters represents a sequence of sounds that form a spoken word.

Outcomes

- Staff will facilitate alphabet knowledge into the classroom in a developmentally appropriate manner.
- Children will increasingly be able to recognize and name upper and lower case letters.
- Children will increasingly be able to produce the correct sound when asked.
- The children's knowledge will grow in understanding that a sequence of sounds form a word.

Measures

- Staff will observe children's progress in the classroom.
- Assessment and outcome data will show improvement.

Documentation

- Assessments, outcomes, observations, sign in sheets.

Goal #2

Staff will continue to provide support to English Language Learners by individualizing services in all domains of the Framework including the acquisition of English.

Implementation

- A training will be implemented to all child development staff on English Language Development.
- Staff will continue to involve parents to support children in the classroom with English Language Development as well as heritage language maintenance.

Outcome

- Staff will have an increased knowledge of English Language Development as it pertains to Dual language learners.
- DLL children will have an increase in English Language development.
- Family Engagement will increase as parents continue to be involved in the classroom.

Measures

- Staff will have increased knowledge through training.
- Mentor Coaches will make monthly visits to each classroom and increase strengths and strengthen weaknesses.
- DLLs will increase their English language development while also maintaining their heritage language.

Documentation

- Training sign-in sheets, Professional Development Plan, Classroom Inkind Sheets, Team Meeting Minutes, Child outcomes.

Approaches to Learning

Goal #1

Children will demonstrates positive approaches to learning through attention, persistence, solving problems, curiosity and motivation.

Implementation

- Children will sustain their attention to an activity, persisting until the task is completed.
- Children will show an interest in exploring learning in a variety of topics.

Outcomes

- Children will be able to sit through a story.
- Children will be able to complete the activity and or a project.
- Children will enjoy exploring information about many different topics.

Measure

- The children's ability to sitting through a story will increase.
- The children's ability to complete activities and projects will increase as they become more and more complicated.
- Children will continually explore new topics, asking question to gain information.

Documentation

- Assessment, outcomes and anecdotal records.

Social and Emotional Development

Goal #1

Staff will provide continuous support of child's development of self awareness, autonomy, and self expression and encouragement of self control. Staff will continue to promote children's ability to establish and sustain positive relationships with peers.

Implementation

- Staff will continue to provide Second Step lessons to the children.
- Staff will continue applying positive reinforcement in the classroom.
- Staff will provide mental health support through collaboration.
- Mentor Coaches will provide support to teachers and children.
- Staff will be trained on Conscious Discipline, Second Step, a comprehensive trauma informed approach, and mental health.

Outcome

- Staff will have a greater knowledge of child development as pertaining to the social and emotional development.
- Children will have increased self-awareness, autonomy, and self-expression.
- Children will show a greater reliance to trauma.

Measures

- Monthly observations by Mentor Coach and Child Development Coordinator.
- Mental health observations as needed in the classrooms.

Documentation

- Child outcomes, Training sign-in sheets, Mental Health Observation forms, Teacher goals.

Perceptual, Motor, and Physical Development

Goal #1

Staff will continue to provide opportunities in the classroom for large motor and movement.

Implementation

- Staff will allow for a minimum of 30 minutes of large motor movement time in each of the classrooms.
- Staff will continue to implement the program "I am Moving I am Learning".

Outcomes

- Children will have increased opportunities for large motor and movement supporting healthy goals.
- Staff will have increased knowledge of the importance of child health and maintaining an active lifestyle.

Measures

- Child development staff will incorporate the program, "I am Moving I am Learning" into their weekly lesson plan.
- Time for large motor activities will also be reflected in the lesson plans.

Documentation

- Lesson plans, Training Sign-in Sheets, Teacher Goals.

Goal #2

Staff will continue to provide opportunities in the classroom for fine motor control and increasing hand and fine motor strength.

Implementation

- Children are provided many meaningful activities to increase their hand and finger strength such as opportunities to manipulate play dough and use spray bottles.
- Children will be given opportunities to increase the fine motor control through activities such as stacking blocks, using self-help skills, stringing beads and writing activities.
- Children will be given numerous meaningful activities to write including writing their name on art projects, classroom books, writing notes and sign-in sheets.
- Staff will model writing by writing information in front of the children, such as children names, lists, their ideas, etc.

Outcomes

- Children will have increased opportunities for fine motor and movement supporting health goals.
- Staff have an increased knowledge of developmentally appropriate activities.

Measure

- Children's work samples such as photos and writing samples will show continued growth in the child's development.

Documentation

- Assessment data, outcome reports, lesson plans, child portfolio and writing samples.

Cognition

Goal #1

Children will have increased math opportunities in the classroom through activities such as counting, number knowledge, geometry patterns, and measuring.

Implementation

- Staff will have continued trainings throughout the school year on Friday trainings, email and TLC.

- Staff will do ECERS observations to ensure the implementation of math.

Outcomes

- Staff and community will have increased knowledge in math and school readiness.
- Children will make gains in the given domains on the framework.

Measures

- Math will be implemented into weekly lesson plans.
- Children's progress will be tracked through outcomes.

Documentation

- Training sign-in sheets, child outcomes, ECERS observations, Teacher Goals, Professional Development Plan.

Goal #2

Children will become more aware of differences and similarities between themselves and others in their family as well as the community.

Implementation

- Incorporating the VIP in the classrooms will allow children to share about their own family and culture.
- Staff will use graph similarities and differences in the classroom.
- Staff will invite community helpers into the classroom as well as provide field trips to develop community awareness.
- Staff will invite guest visitors, including parents, into the classroom to increase family engagement.

Outcomes

- Children will be more aware of similarities and differences.
- Parents will become more engaged through classroom visits.
- Staff will have an increased knowledge of families, culture, and community.

Measures

- Field Trips and visits will be documented in the lesson plans.
- Children's progress will be tracked through outcomes.

Documentation

- Training Sign-in Sheets, Classroom Inkind, Child Outcomes, CLASS observations.