

**Santa Rosa County District Schools
Early Head Start and Head Start
Readiness Goals (RG) Assessment Outcomes
October 31, 2015**

Approaches to Learning Expected Outcome: Students will enter kindergarten with skills that demonstrate positive approaches to learning that will help them attain and sustain learning for school success.

Approaches to Learning Readiness Goals:

- Students will demonstrate that they can persist with a task, solve problems, attend and engage. They will show flexibility and inventiveness in thinking, and curiosity and motivation.
- Students will explore visual and dramatic arts, musical concepts and expression, and dance and movement concepts.

Approaches to Learning	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 18%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 15%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 20%
ATL 1. Students will demonstrate that they can persist with a task, solve problems, attend and engage.	Provide opportunities for students to initiate and complete a task.	Demonstrates positive approaches to learning #11	Students set goals, develops, and follows through on plans.	RG- 0 <i>Make activities inviting so that they will hold children's interest.</i>	RG- 5%	RG- 7%
ATL 2. Students will use new and creative ways to solve problems and approach tasks.	Provide opportunities for students to use art as a form of creative self-expression and representation.	Demonstrates flexibility and inventiveness in thinking #11e	Students use different techniques to complete a variety of projects.	10%	RG- 3%	RG- 10%
ATL 3. Students will demonstrate curiosity and motivation.	Provide opportunities for students to initiate problem-solving strategies and if needed,	Demonstrates curiosity and motivation #11d	Students ask questions and seek new information.	RG- 35%	RG- 23%	RG- 18%

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	ask for adult assistance.					
ATL 4. Students will dramatize through actions and language.	Provide opportunities for students to create, re-create stories, moods, or experiences through dramatic expression.	Explores drama thorough actions and language #36	Students use creativity and imagination to manipulate materials and assume roles in dramatic play situations.	15%	RG- 13%	RG- 17% <i>Use puppets, dress-up, etc. in dramatic play to enhance language development.</i>
ATL 5. Students will participate in and appreciate a variety of music genres.	Provide many opportunities for students to explore musical concepts and expression.	Explores musical concepts and expression #34	Students participate in music activities such as listening, singing, or performing.	28%	RG- 31%	RG- 42%
6. Students will respond to different patterns of beat and rhythm in music.	Provide many experiences for students to participate in a variety of dances and movement.	Explores dance and movement concepts #35	Students can move to different musical styles through movement and play.	RG- 13%	RG- 17%	RG- 25%
ATL 7. Students will use art as a form of self-expression.	Prepare the learning environment for students to use a variety of art materials and activities for sensory exploration and experiences.	Explores the visual arts #33	Students can use imagination in play and interactions with others.	RG- 25%	RG- 14%	RG- 20%

Cognitive Expected Outcome: Students will enter kindergarten with knowledge that will help them attain and sustain learning for school success.

Cognitive Readiness Goals:

- Students will remember and connect experiences, use classification skills, and use symbols and images to represent something else.
- Students will use number concepts and operations, understand spatial relationships, comparison and measurement, and knowledge of patterns.
- Students will use scientific inquiry skills; demonstrate knowledge of the characteristics of living things, physical properties of objects and materials, the Earth's environment, uses tools and technology to perform tasks.

Cognitive	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 5%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 6%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 13%
C 1. Students will use classification skills to sort, classify, serialize, and pattern.	Provide opportunities for students classify and pattern objects.	Uses classifications skills Demonstrates knowledge of patterns #23	Students can classify, pattern, and sort objects by color, size, and shape.	10%	RG- 18%	RG- 18%
C 2. Students will use symbols and images to represent other things.	Provide opportunities for students to collect and organize data.	Uses symbols to represent something not present #14	Students recognize that items and objects can be represented in a variety of ways.	15%	RG- 3%	RG- 10%
C 3. Students will use number concepts and operations to solve problems.	Provide opportunities for students to count objects, match objects with numbers, separate groups into sets, add and indicate how many are left after taking one away.	Uses number concepts and operations #20	Students can use quantitative concepts to count, match, identify how many items are in a set, indicate how many are left after taking one away, and add.	RG – 0 <i>Use objects to show the comparison of the number to the object when counting.</i>	RG- 3%	RG- 5%
C 4. Students will name and describe spatial relationships	Provide opportunities for students to use	Explores and describes spatial relationships	Students can sort diverse objects	RG - 3%	RG- 5%	RG- 11%

Cognitive	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 5%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 6%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 13%
and shapes.	terms that relate to location, direction, and distance; and identify common shapes.	and shapes #21	according to physical attributes; and can use terms correctly that relate to direction, distance, and location.		Increase language development by using more descriptive words with students.	
C 5. Students will compare and measure using standard and non-standard tools and techniques.	Provide many experiences for students to use simple measuring devices.	Compares and measures #22	Students will use diverse tools to measure and make comparisons such as paper clips for length, scales, rulers, etc.	RG- 0 <i>Use measurement terms such as long, short, how much, etc.</i>	RG- 0	RG- 6%
C 6. Students will use scientific inquiry skills to investigate, predict, experiment, and describe objects and/or events.	Provide opportunities for students to explore, experiment, and discover common objects.	Uses scientific inquiry skills #24	Students can describe, discuss, predict, explain, and generalize based on their experiences.	RG - 8%	RG- 5%	RG- 9%
C 7. Students will demonstrate knowledge of the characteristics of living things and predict what may come next in a life cycle.	Provide opportunities for students to classify items into living and non-living categories.	Demonstrates knowledge characteristics of living things #25	Students can identify and describe the characteristics of organisms and describe the cycle of organisms.	RG- 0	RG- 0	RG- 4%
C 8. Students will understand that materials are made up of	Provide opportunities for students to describe,	Demonstrates knowledge of the	Students can name and describe what is	3%	RG- 3%	RG- 11%

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different properties and know that physical properties can be changed.	observe, and investigate properties and characteristics of matter.	properties of objects and materials #26	being observed.			
C 9. Students will understand that there are ways that people can take care of the Earth's environment.	Discuss where we live and ways to protect the environment; Introduce recycling	Demonstrates knowledge of the Earth's environment #27	Students demonstrate ongoing environmental awareness and responsibility.	0	RG- 0	RG- 7% Provide activities that enhance children's awareness of the adverse effects of littering on the environment and animals.
C 10. Students will use tools and other technology to perform tasks.	Use technology to research and present findings, allow students to use technology to answer questions and learn skills.	Uses tools and other technology to complete tasks #28	Students can name and use a variety of tools and devices such as a mouse, keyboard, computers, iPads, etc.	3%	RG- 13%	RG- 23%
C 11. Students understand that there are similarities and differences among people like themselves and people from other cultures.	Allow students to draw self-portraits, talk about each child's portrait; how are they the same and different. Observe how they change over time.	Demonstrates knowledge about self #29	Students begin to recognize and appreciate similarities (all people need food, clothing, and shelter) and differences in	RG - 0	RG- 5%	RG- 19%

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			people.			
C 12. Students understand changes related to familiar people or places.	Discuss and read stories about families and how all families change such as birth, death, moving away, etc.	Explores change related to people or places #31	Students can identify family characteristics, roles, and functions.	8%	RG- 11%	RG- 24%
C 13. Students demonstrate simple geographic knowledge and shows basic understanding of people and how they live.	Introduce community workers and other professionals in the community as well as school workers.	Demonstrates simple geographic knowledge. Shows basic understanding of people and how they live #32 & 30	Students can identify community workers and understand their roles and responsibilities.	13%	RG- 11%	RG- 28%

Language and Literacy Expected Outcome: Students will enter kindergarten with receptive and expressive language skills and phonological awareness skills.

Language Readiness Goals:

- Students will listen to and understand complex language, use language to express thoughts and needs, and use appropriate conversational and communication skills.
- Students will demonstrate phonological awareness skills, alphabet knowledge, print and how it's used, comprehends book knowledge, and emergent writing skills.

Language and Literacy/ English Language Acquisition (ELA)	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 11%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 12%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 18%
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Language and Literacy/ English Language Acquisition (ELA)	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 11%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 12%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 18%
LL 1. Students will listen to and understand increasingly complex language. ELA: Students demonstrate progress in listening to and understanding English.	Provide students with clear instructions for following directions during daily activities.	Listens to and understands increasingly complex language ELA: Demonstrates progress in listening to and understanding English #8	Students can follow directions accurately and comprehend what is being said to them.	RG - 15% ELA: 3	RG- 25% ELA: 8	RG- 36% ELA: 8 <i>Use games during play that assist children in comprehending and following directions.</i>
LL 2. Students will communicate their thoughts and needs. ELA: Students will demonstrate progress in speaking English.	Provide students with a nurturing environment in which they can communicate with peers and teachers.	Uses language to express thoughts and needs ELA: Demonstrates progress in speaking English #9	Students can communicate using appropriate language for providing information and requesting needs.	RG - 28% ELA: 4	RG- 27% ELA: 17	RG- 45% ELA: 12
LL 3. Students will use appropriate conversational and other communication skills.	Provide opportunities for conversation and demonstrate social rules for language.	Uses appropriate conversational and other communication skills to engage in conversations and for social rules of language #10	Students can engage in conversations in appropriate ways and is able to use language for different purposes.	RG- 20%	RG- 23%	RG- 18%
LL 4. Students will demonstrate knowledge of phonological awareness skills.	Read books, poems, and play word games that enhance phonological awareness.	Demonstrates phonological awareness...notices and discriminates a. Rhymes	Students can identify and discriminate between sounds and phonemes in language, such as	5%	RG- 2% Ask more questions and give more	RG- 6%

Language and Literacy/ English Language Acquisition (ELA)	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 11%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 12%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 18%
		Alliteration b. Smaller and smaller units of sound #15	attention to beginning and ending sounds of words and recognition of smaller units of sound.		<i>examples during daily experiences. Use tools, props, flannel boards, reader's theatre to enhance phonological awareness skills.</i>	
LL 5. EHS & HS3 - Students will be able to identify letters in own names and familiar print. HS4 - Students will be able to identify 20 or more letters as well as letters in their names and familiar words.	Provide opportunities for students to name letters and identify letter- sounds	Demonstrates knowledge of alphabet #16	Students can identify letters of the alphabet and recognizes and produces correct letter sounds.	RG - 0 <i>Use the sign in chart to help children identify names.</i>	RG - 2%	RG - 9%
LL 6. Students will demonstrate knowledge of print and its uses.	Provide many opportunities for students to use books and appreciate print.	Demonstrates knowledge of print and uses #17	Students demonstrate basic book knowledge, and knows that spoken words can be written and read.	RG - 5%	RG - 11%	RG - 11%
LL 7. Students comprehend and respond to books and other texts.	Provide opportunities for students to interact during read-alouds, pre- reading behaviors, and book conversations.	Demonstrates knowledge of print and uses #17	Students can ask and answer questions about a text; and retell story events including beginning,	RG - 15%	RG - 9%	RG - 10%

Language and Literacy/ English Language Acquisition (ELA)	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 11%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 12%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 18%
			middle, and end.			
LL 8. Students will be able to write their names and write to communicate.	Provide opportunities for students to write names and use writing to represent objects, stories, experiences, and ideas.	Demonstrates emergent writing skills #19	Students can dictate or write using pictures and words; composes a written piece using a combination of drawing, dictating, and writing.	0	RG- 0	RG- 11%

Physical Expected Outcome: Students will enter kindergarten with gross motor manipulative skills and fine motor strength and coordination.

Physical Readiness Goals:

- Students will demonstrate gross motor development which enhance traveling and balancing skills and fine motor skills that promote using writing tools.
- Students will identify practices that keep them safe and healthy.

Physical	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 29%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 30%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 24%
PD 1. Students will actively participate in outdoor games.	Provide opportunities for students to throw, catch, and kick a ball.	Demonstrates gross motor manipulative skills such as throws, catches, and kicks #6	Students demonstrate the ability to combine movement for gross	38%	RG- 30%	RG- 31%

Physical	Action Steps	Teaching Strategies Gold (TSG) Readiness Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 29%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 30%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 24%
			motor skills.			
PD 2. Students will participate in activities that demonstrate coordination and balance in isolation.	Provide opportunities for students to participate in activities such as balancing, hopping, jumping, skipping, etc.	Demonstrates traveling skills...walking, runs, gallops, sits and stands, walks on a beam, jumps and hops #4	Students demonstrate increasing motor control and balance.	RG - 28%	RG- 23%	RG- 26%
PD 3. Students will participate in fine motor activities.	Provide students with objects to use help develop fine motor skills such as writing, drawing, cutting, eating, etc.	Demonstrates fine motor strengths and coordination #7	Students show control of tasks that require small muscle strength and control and eye-hand coordination.	RG - 28%	RG- 23%	RG- 14%
PD 4. Students will identify safety, health, and hygiene practices.	Provide opportunities for students to take care of personal needs.	Takes care of own needs appropriately # 1c	Student identifies good health and hygiene practices and identifies rules for safety.	RG - 25%	RG- 45%	RG- 26%

Social Emotional Expected Outcome: Students will enter kindergarten with the social skills to establish and sustain positive relationships with peers.

Social Emotional Readiness Goals:

- Students will regulate their emotions and behaviors and form positive relationships with peers and adults.
- Students will participate cooperatively and constructively in groups.

Social Emotional	Action Steps	Teaching Strategies Gold (TSG) Assessment	Measure of Success	EHS Checkpoint Period 1 8/15-10/31 Avg. 13%	HS3 Checkpoint Period 1 8/15-10/31 Avg. 16%	HS4 Checkpoint Period 1 8/15-10/31 Avg. 41%
SE 1. Students will recognize and regulate their emotions, attention, impulses, and behaviors.	Set up the environment where students can learn to manage their feeling, follow expectations, and take care of their own needs.	Regulates own emotions and behaviors #1a,b	Students can follow classroom rules and routines; can increase or decrease intensity of emotions more consistently.	RG- 5% <i>Use materials such as Frog Street, Second Step, and Clifford Periodical to assist in teaching children to use their words when upset.</i>	RG- 16%	RG- 41%
SE 2. Students will initiate social interactions.	Provide opportunities for students to work together and make friends, form relationships with adults and respond to emotional cues.	Establishes and sustains positive relationships #2a,c	Students demonstrate empathy and caring for others.	RG - 20%	RG- 19%	RG- 46%
SE 3. Students will join a cooperative group activity using appropriate social skills.	Set up classroom environment to facilitate problem-solving, and working cooperatively together.	Participates cooperatively and constructively in group situations #3	Students can demonstrate the ability to work with others and asks to join peers in an activity.	RG- 13%	RG- 13%	RG- 37%

On Monday, December 7, 2015, the Readiness Leadership Team (RLT) met to discuss the outcomes of the first observational period, August – October 31, 2015. The RLT determined that many of the goals were low due to the age and developmental stages of the students. However, the RLT felt that some of the outcomes could be enhanced by providing strategies for improvement. As indicated above, strategies for improvement have been added to the designated age-level column in which the strategy applies.

Please note: The skill that has a color-coded **RG** beside the number is an assessment skill as well as a readiness goal.