

## UCHRA Van Buren County Head Start School Readiness Goal

Head Start’s Approach to School Readiness means that children are ready for school, families are ready to support their children’s learning, and schools are ready for children. Head Start encompasses a strong, clear and comprehensive focus on all aspects of healthy development, including physical, cognitive, social and emotional development all of which are essential to children getting ready for school. Head Start has established school readiness goals which include the expectations of children’s status and progress across domains of approaches to learning, social and emotional development, language and literacy, cognition and perceptual, motor, and physical development that will improve readiness for kindergarten ensuring children possess the skills, knowledge and attitudes necessary for success in school and for later learning and life.

For parents and families, school readiness means they are engaged in the long term, lifelong success of their child. Head Start recognizes that parents are their children’s primary teacher and advocate. The program consults with parents to establish school readiness goals and work together to promote school readiness and to engage school systems and families as their children make the transition to kindergarten.

The approach encompasses three major frameworks that promote an understanding of school readiness for parents and families and their children. These three frameworks provide the foundation for implementing systemic and interrogated comprehensive child development services and family engagement efforts. These frameworks entail “Program Governance”, “Program Operations”, and “Financial and Administrative Requirements”.

The final report can be linked on our web site [vanburenheadstart.com](http://vanburenheadstart.com) located under the tab governing bodies and report School Readiness.

Approaches to Learning	1. The Approaches to Learning domain incorporates emotional, behavioral, and cognitive self-regulation, and also includes initiative, curiosity, and creativity, to guide teaching practices that support the development of these skills. Our program goals are: Child follows classroom rules and routines with increasing independence, Child appropriately handles and takes care of classroom materials, Child maintains focus and sustains attention with minimal adult support, Child persists in tasks, Child holds information in mind and manipulates it to perform tasks,
Social and Emotional Development	2. Social Development refers to a child’s ability to create and sustain meaningful relationships with adults and other children. Emotional development refers to a child’s ability to express, recognize, and manage their own emotions as well as respond appropriately to others emotions. A sense of identity and belonging contributes to school readiness and learning by helping children gain self-confidence. Our program goals are: Child engages in and maintains positive relationships and interactions with adults, Child engages in prosocial and cooperative behavior with adults, Child engages in and maintains positive interactions and relationships with other children, Child uses basic problem-solving skills to resolve conflicts with other children, Child expresses a broad range of emotions and recognizes these emotions in self and others.
Language and Literacy	3. The Language and Literacy development refers to emerging abilities in listening and understanding (receptive language) and using language (expressive language). Our program goals are: Child attends to, understands, and responds to communication and language from others, Child varies the amount of information provided to meet the demands of the situation, Child understands, follows, and uses appropriate social and conversational rules, Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print), Child asks and answers questions about a book that was read aloud,
Cognition	4. Cognitive development includes reasoning, memory, problem-solving and thinking skills that help children understand and organize their world. For preschoolers, this evolves into complex mathematical thinking and scientific reasoning. Our program goals are: Child knows number names and the count sequence, Child recognizes the number of objects in a small set, Child associates a quantity with written numerals up to 5 and begins to write numbers, Child understands addition as adding to and understand subtraction as taking away from, Child measures objects by their various attributes using standard and non-standard measurement. Child engages in scientific talk, Child asks a question, gathers information, and makes predictions, Child plans and conducts investigations and experiments, Child analyzes results, draws conclusions, and communicates results
Perceptual Motor and Physical Development	5. Perceptual, Motor, and Physical Development includes four elements: perception, gross motor, fine motor, and health, safety, and nutrition. Perception refers to children’s use of their senses to gather and understand information and respond to the world around them. Gross Motor skills refer to moving the whole body and using larger muscles of the body, such as those in the arms and legs. Fine motor skills refer to using the small muscles found in individual body parts, especially those in the hands and feet. Health, safety and nutrition refers to the knowledge and use of safe, healthy behaviors and routines. Our program goals are: Child develops knowledge and skills that help promote nutritious food choices and eating habits, Child demonstrates knowledge of personal safety and practices and routines.