

## 2020 - 2021 NOCAC School Readiness Goals: Birth to Five Continuum

Approaches to Learning	Objective	Expected Outcome	Action Plan Supports Program Goal #4
Children will demonstrate a positive approach to learning through self-regulation and persistence.	To strengthen children's approach to learning by parents and teachers using expanded social and emotional skills and structures in the classroom and at home. Children's assessment scores will increase by 40% by the end of the program year.	Children will have increased their ability to self-regulate and show persistence in routine tasks.	Utilize professional development focusing on the Managing Emotional Mayhem curriculum. Provide staff support and feedback utilizing book studies and peer to peer mentors.

**Head Start Early Learning Outcomes Framework:** IT-ATL 4 and P-ATL 7  
**Ohio Early Learning Content Standards:** Initiative, Initiative and Curiosity: I/T - Practice New Skills with Enthusiasm P - Focus on the task at hand even when frustrated or challenged  
**Child Plus:** Approaches to Learning: Infant / Toddler ATL-Reg 2, 5, 6 and Pre-K 4, 1

Social and Emotional	Objective	Expected Outcome	Action Plan Supports Program Goal #4
Children will show interest in personal relationships and use basic problem solving skills, with other children.	To strengthen the development of social and emotional skills by parents and teachers modeling problem-solving skills using social and emotional skills and structures. Children's assessment scores will increase by 25% by the end of the program year.	Children will have increased their ability to use problem solving skills in social situations.	Utilize professional development focusing on the Baby Doll Circle Time and Safekeeper Rituals. Provide staff support and feedback utilizing book studies and peer to peer mentors.

**Head Start Early Learning Outcomes Framework:** IT-SE 4 and P-SE 5  
**Ohio Early Learning Content Standards:** Self, Relationships, Empathy and Self, Relationships: Peer Interactions and Relationships I/T - Demonstrate awareness that others have feelings. P - with modeling and support, negotiate to resolve social conflicts with peers.  
**Child Plus:** Social Emotional: Infant Toddler PD-HLTH 6, 7, 8, and SED 2, 4 and Pre-K 2, 4

Language and Literacy	Objective	Expected Outcome	Action Plan
Children will attend and demonstrate awareness rhymes.	To strengthen the children's awareness of rhyme in phrases, story refrains, spoken language, and segments of sound by the teacher and parents utilizing literacy activities. Children's assessment scores will increase by 15% by the end of the program year.	Children will have increased their ability to recite familiar nursery rhymes, identify words that rhyme, and words that have the same final phonemes.	Utilize professional development focusing on the implementation of the <i>Haggerty Phonemic Awareness</i> curriculum in the classroom and home visiting option. Provide staff support and feedback utilizing observations and reflection.

**Head Start Early Learning Outcomes Framework:** IT-LC 9 and P-LIT 1  
**Ohio Early Learning Content Standards:** Language and Literacy Development, Reading, Phonological Awareness: I/T - Distinguishes between

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sounds that are the same and different. P - With modeling and support, recognize and produce rhyming words.

**Child Plus: Literacy:** Infant/Toddler and Pre-K LLD 2, 5, 8 and HSS 1

Cognition	Objective	Expected Outcome	Action Plan
Children will develop their vocabulary and their sense of numbers, quantity, and objects in small sets.	To strengthen the child’s understanding of quantity by verbally responding with “more”, “less”, or “all gone” additionally with sets of numbers utilizing cognition and math activities. Children’s assessment scores will increase by 45% by the end of the program year.	Children will have increased their ability to utilize new number words or phrases to describe sets of numbers.	Utilize professional development focusing on numeracy and math by incorporating <i>Creative Curriculum</i> activities focusing on language that describes quantity and subitizing activities in the classroom and home visiting option. Provide staff support and feedback utilizing observation and reflection.

**Head Start Early Learning Outcomes Framework:** IT-C 8 and P-MATH 2

**Ohio Early Learning Content Standards:** Mathematics, Number Sense, Number Sense and Counting: I/T- Pay attention to quantities with interacting with objects. P- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group up to 10.

**Child Plus: Mathematics:** Infant / Toddler COG 3, 4, 5, 8 and ATL-Reg 6 and Pre-K 2, 3

Perceptual, Motor, and Physical Development	Objective	Expected Outcome	Action Plan
Children will use and demonstrate their ability to direct own actions, experiences, interactions by using increased control, strength, and coordination of large muscles.	To increase the child’s ability to coordinate intentional movement utilizing their large muscles. Children’s assessment scores will increase by 60% by the end of the program year.	Children will have increased their ability to demonstrate balancing skills.	Utilize professional development focusing <i>I Am Moving, I Am Learning</i> (IMIL) activities for balancing and coordination of their large muscles. Provide staff support and feedback utilizing observation and reflection.

**Head Start Early Learning Outcomes Framework:** IT- PMP 2 and P- PMP 1

**Ohio Early Learning Content Standards:** Motor Development, Large Muscle, Balance and Coordination I/T - Use a variety of non-locomotor body movements during play. P - Coordinate the use of hands, fingers, and wrists to manipulate objects and perform tasks requiring precise movements.

**Child Plus: Physical:** Infant / Toddler PD-HLTH 1, 2 3, 4 and Pre-K 1, 3