

## Little Peoples Head Start HS School Readiness Goals

Data analyzed:

- ✚ Teaching Strategies Gold Assessment
- ✚ Brigance Screen III
- 📄 CLASS Results
- 📄 Teacher observations
- ❖ Policy Council Standing School Readiness Committee

Goals Aligned with:

- Nevada Pre-K Early Learning Standards
- Head Start Early Learning Outcomes Framework Birth to Five
- Creative Curriculum
- Nevada QRIS STARS ITERS/ECERS-3

**Social Emotional Goal: Children will demonstrate an ability to meet age appropriate limits expectations and work constructively in a group setting using appropriate social skills.**

**Approaches Toward Learning Goal: Children will demonstrate an ability to attend and engage during age appropriate learning activities and to use creativity during dramatic activities.**

**Physical Development Goal: Children will demonstrate age appropriate fine motor, balancing and self-help skills.**

**Cognitive and General Knowledge Goal: Children will demonstrate age appropriate general cognitive skills.**

**Language and Literacy Goal: Children will comprehend and demonstrate increasing complex and varied vocabulary and notice and discriminate sound alliteration.**

**DOMAIN: SOCIAL EMOTIONAL**

**Goal:** Children will demonstrate an ability to meet age appropriate limits and expectations and work constructively in a group setting using appropriate social skills.

**Head Start Objective:** By Spring 2019, preschoolers will develop the ability to follow limits and expectations and interact appropriately with their peers measured below:

**Three Year Olds:** The children will meet or exceed the TSG Objective (1.b) of following limits and expectations in the classroom.

**Four to Five Year Old:** The children will meet or exceed the TSG Objective (2.c) of interacting appropriately with their peers in their classroom.

**Effective Teaching Practices:**

- Teachers will set clear, reasonable, age appropriate expectations that children can understand. When children do not behave in acceptable ways, assess whether the adult expectation is appropriate in the given situation.
- Teachers will explain the reason for rules, and help the children understand why particular behaviors are not acceptable.
- Teachers will use gestures and other visual cues while telling children the rule or limit.
- Teachers will state rules positively rather than negatively. Tell children what behavior is expected, e.g. "Walk when you are inside," instead of saying "don't run."
- Teachers will use positive strategies to guide children's behavior and help them to learn how to cooperate.
- Teachers will encourage cooperative interactions by suggesting turn taking and sharing by modeling cooperation.
- Teachers will provide opportunities for preschool and older children to engage in extended make-believe play in which they can act out strong emotions.
- Teachers will teach the children the steps involved in conflict resolution, using the Second Step Program

and the Pyramid Model strategies.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will use peer support strategies to encourage social skills.
- Teachers will use child preferences support strategies to encourage participation.
- Teachers will use environmental supports (schedules with pictures) to help the children follow classroom expectations.

**Effective Teaching Practices for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support children with disabilities.
- Teachers will use environmental supports to insure the children’s participation.
- Teachers will use special and adaptive equipment to support the children’s access and participation.
- Teachers will use peer support to model and help special needs children.
- Teachers will use cooperative learning activities to promote social skills.
- Teachers will establish simple classroom rules about play and then post them with pictures in the areas.

**Family Practices:**

- Families will assess their child’s social emotional development by completing and ASQ-SE twice a year then reviewing the results with their child’s teacher and excepting help from mental health specialist if needed.
- Families will assist their child’s teacher in making social-emotional goals for their child’s Individual Child Plan and work on those goals at home.
- Families will provide many opportunities for their child to follow age appropriate limits and expectations at home.
- Families will provide many opportunities for their child to interact appropriately with peers.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Alignment with Nevada Pre-K Standards**  
*Three year olds:*

<p><i>Three year olds:</i> Goal: P-ALT 4</p> <ul style="list-style-type: none"> <li>• Child manages actions, words and behavior with increasing independence.</li> </ul> <p><i>Four to five year olds:</i> Goal P-SE 3</p> <ul style="list-style-type: none"> <li>• Child engages in and maintains positive interactions and relationships with other children.</li> </ul> <p><b>Alignment with Nevada State QRIS ECERS 3</b></p> <p><i>Three year olds:</i></p> <ul style="list-style-type: none"> <li>• 32. Discipline</li> </ul> <p><i>Four to five year olds:</i></p> <ul style="list-style-type: none"> <li>• 31. Peer interactions</li> </ul>	<p>Indicator-Social Emotional 2.PK.1b.</p> <ul style="list-style-type: none"> <li>• Move through routines and activities with minimal adult/teacher direction.</li> </ul> <p><i>Four to five year olds:</i> Indicator-Social Emotional 5.PK.1.d</p> <ul style="list-style-type: none"> <li>• Initiate play, or enter into play with a group of children already playing.</li> </ul>
<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the TLC Program to improve their social-emotional teaching practices.</li> <li>• Teachers will receive a training about the Second Step Program and then implement it in the classroom.</li> <li>• Teachers will receive Pyramid Model trainings in their TLS Groups.</li> <li>• Teachers will receive NCQTL training specific to appropriate interactions with preschoolers.</li> <li>• Teachers will create and implement teaching goals from their Preschool CLASS Assessments.</li> <li>• The Education/Disabilities Manager will complete observations after goal setting to rate the teacher's progress and then the teacher will create new teaching goals.</li> </ul>	

<b>DOMAIN: APPROACHES TOWARD LEARNING</b>	
<b>Goal: Children will demonstrate an ability to attend and engage during age appropriate learning activities and to use creativity during dramatic activities.</b>	
<b><u>Head Start Objective 1:</u> By Spring 2019, preschoolers will demonstrate attending and engagement skills as measured below:</b>	
<b>Three Year Olds:</b> The children will meet or exceed the TSG Objective (11.a) of sustaining interest in working on a task, especially when adults offer questions, suggestions and comments.	<b>Four to Five Year Olds:</b> The children will meet or exceed the TSG Objective (11.a) of sustaining work age-appropriate, interesting tasks and ignoring most distractions and interruptions.
<b>Effective Teaching Practices:</b>	
<ul style="list-style-type: none"> <li>• Teachers will provide many opportunities for children to make choices from among interesting materials to play with.</li> <li>• Teachers will rotate materials regularly to maintain children’s interest.</li> <li>• Teachers will provide many opportunities for children to make choices from among interesting materials that are familiar and challenging, and encourage children to use them in many ways.</li> <li>• Teachers will interpret and expand on what children do and say. Model deliberate, strategic engagement in activities and self-talk to help children stay engaged and persist in challenging tasks.</li> <li>• Teachers will support children’s efforts during challenging tasks by providing specific, positive verbal feedback or physical support while encouraging them to come up with solutions.</li> </ul>	
<b>Effective Teaching Strategies for Dual Language Learners:</b>	
<ul style="list-style-type: none"> <li>• Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.</li> <li>• Teachers will use child preferences strategies to help get the children engaged in activities.</li> <li>• Teachers will speak in their primary language to give the child a deeper, fuller language experience.</li> <li>• Teachers will learn and use some important phrases, songs, and rhymes from the child’s home language.</li> <li>• Teachers will encourage the child to speak in English and their home language.</li> </ul>	

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use special or adaptive equipment to allow the child to participate and be engaged in learning activities.
- Teachers will use material adaptation, by modifying the position, stability, or size of materials to enable the child to participate more fully.
- Teachers will use peer support to help a child be more engaged and attentive.
- Teachers will use simple books and interesting activities to help the child participate and attend.

**Family Practices:**

- Families will volunteer in their child’s classroom to better understand how to help their child increase their attention, persistence and engagement skills.
- Families will then use those skills at home to improve their child’s attention and engagement.
- Families will attend Classroom Meetings to help understand their child’s educational needs.
- Families will attend parent teacher’s conferences to help the teacher set learning goals on the Individual Child Plan.
- Families will then work on these Approaches to Learning goals at home.

**Alignment with Head Start Early Learning Outcomes Framework:**

Goal P-ALT 6

- Child maintains focus and sustains attention with minimal adult support.
- Demonstrates positive approaches to learning
- Solves problems

**Alignment with QRIS ITERS/ECERS 3**

- 30. Free play

**Alignment with Nevada Pre-K Standards**

Indicator-Social Emotional 6.PK.1.a

- Attend to a task for at least 10 minutes

Indicator- Social Emotional 1.PK.3

- Re-engage in a task or activity after experiencing disappointment, frustration or failure.

<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use the TLC Program to improve their engaging interactions teaching practices.</li> <li>• Teachers will receive NCQTL training specific to appropriate interactions with preschoolers.</li> <li>• Teachers will create and implement teaching goals from their Preschool CLASS Assessments.</li> <li>• The Education/Disabilities Manager will complete classroom observations to rate the teacher’s progress on their goals and then the teacher will create new teaching goals.</li> </ul>	

<p><b>DOMAIN: APPROACHES TOWARD LEARNING</b></p>	
<p><b>Goal: Children will demonstrate an ability to attend and engage during age appropriate learning activities and to use creativity during dramatic activities.</b></p>	
<p><b>Head Start Objective 2: By Spring 2019, preschoolers will use creativity as stated in specific goal as measured below:</b></p>	
<p><b>Preschoolers:</b> The children will meet or exceed the TSG Objective (36) of exploring drama through actions and language.</p>	
<p><b>Effective Teaching Practices:</b></p> <ul style="list-style-type: none"> <li>• Teachers will extend the play of children by encouraging additional scenarios. Provide props for exploration of different roles.</li> <li>• Teachers will invite children to dramatize stories that you read. Read the story, calling attention to the setting, mood, characters and the plot. Provide puppets or other props for children to use to enact the story. Read the story a second time, pausing so children can act out the various parts.</li> <li>• Teachers will encourage children to dictate stories to act out later. Send copies of stories home for children to enact with their families.</li> <li>• Teachers will encourage children to build scenery and props for dramatization. For example, they might create house to act out The Three Little Pigs or make masks to dramatize three Billy Goats Gruff.</li> </ul>	
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<p><b>Effective Teaching Strategies for Dual Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.</li> <li>• Teachers will use environmental support (pictures and flannel stories) to help the children explore dramatic stories.</li> <li>• Teachers will use adult support to encourage participation in dramatic activities.</li> <li>• Teachers will incorporate a few second language words into the dramatic activities.</li> </ul>	
<p><b>Effective Teaching Strategies for Special Needs Children:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.</li> <li>• Teachers will use peer support to model and encourage participation.</li> <li>• Teachers will use child preferences to integrate preferred toys and activities to motivate a child to take advantage of learning activities.</li> </ul>	
<p><b>Family Practices:</b></p> <ul style="list-style-type: none"> <li>• Families will volunteer in their child’s classroom to better understand how to help their child increase their exploration of drama through actions and language.</li> <li>• Families will then use those skills at home to improve their child’s exploration of drama through actions and language.</li> <li>• Families will attend Classroom Meetings to help understand their child’s educational needs.</li> <li>• Families will attend parent teacher’s conferences to help the teacher set learning goals on the Individual Child Plan.</li> <li>• Families will then work on these Approaches to Learning goals at home.</li> <li>• Families will offer many different activities at home to increase their child’s drama abilities.</li> </ul>	
<p><b>Alignment with Head Start Early Learning Outcomes Framework:</b> Goal P-ALT 12</p> <ul style="list-style-type: none"> <li>• Child expresses creativity in thinking and</li> </ul>	<p><b>Alignment with Nevada P-K Standards:</b> Indicator CT: 3.PK.3</p> <ul style="list-style-type: none"> <li>• Create stories and scenarios by combining experiences and ideas.</li> </ul>



<p>communication</p> <p><b>Alignment with QRIS ECERS-R</b></p> <ul style="list-style-type: none"> <li>• 24. Dramatic play</li> </ul>	
<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will receive NCQTL Trainings (Birth to 5) specific to highly individualized teaching and learning.</li> <li>• Teachers will create and implement teaching goals from their Preschool CLASS Assessments.</li> <li>• The Education/Disabilities Manager will complete observations two weeks after goal setting to rate the teacher’s progress and then create new teaching goals.</li> <li>• Education Manager will give trainings about the importance of including dramatic creativity in the classroom.</li> <li>• Teachers will use their ECERS Assessments to improve their dramatic play areas to promote creativity.</li> </ul>	

<p><b>DOMAIN: PHYSICAL WELL BEING (FINE MOTOR)</b></p>
<p><b>Goal:</b> Children will demonstrate age appropriate fine motor, balancing and self-help skills.</p>
<p><b>Head Start Objective 1:</b> By Spring 2019 preschoolers will develop the ability to use drawing and writing skills as measured below:</p>
<p><b>Three to Five Year Olds:</b> The children will meet or exceed the TSG Objective (7.b) of holding drawing and writing tools by using a three point finger grip.</p>
<p><b>Effective Teaching Practices:</b></p> <ul style="list-style-type: none"> <li>• Teachers will provide a wide variety of fine motor activities that interest and appeal to all children in the classroom.</li> <li>• Teachers will allow plenty of time for children to explore materials and complete tasks.</li> <li>• Teachers will provide activities to strengthen the hand grasp and release of children, e.g., using squirt bottles, medicine droppers. Punching holes, using close pins and handling play dough.</li> <li>• Teachers will include activities for preschoolers that support eye-hand coordination; e.g. stringing beads,</li> </ul>

lacing, picking up objects with tweezers, placing pegs in holes and folding paper.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will use environmental supports like peer grouping to encourage a child to participate in learning to grasp and use drawing tools.
- Teachers will simplify the activity so the child can better understand the process.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use special equipment if needed to assist children with grasping and using writing tools.
- Teachers will use peer support to model appropriate grasping skills.

**Family Practices:**

- Families will volunteer in their child’s classroom to better understand how to help their child increase their fine motor, drawing and writing skills.
- Families will then use those teacher strategies at home to improve their child’s fine motor, drawing and writing skills.
- Families will assist their child’s teacher with setting fine motor, drawing and writing goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the home activities and also with literacy activities that are provided by the child’s teacher.
- Families will provide many opportunities at home to improve their child’s fine motor, drawing and writing skills.

**Alignment with Head Start Early Learning Outcomes**

**Framework:**

Goal P-PMP 3

- Child demonstrates increasing control, strength

**Alignment to Nevada Pre-K Standards**

Indicator-Physical Development 6.PK.3

- Use fingered or tripod grasp with drawing, painting or writing instruments.

and coordination of small muscles.	
<b>Alignment with QRIS ECERS 3</b>	
<ul style="list-style-type: none"> <li>• 17. Fine motor</li> </ul>	
<b>Training/Professional Development for Teachers:</b>	
<ul style="list-style-type: none"> <li>• Teachers will use the QRIS Quality Improvement Plan to assure that there is enough and the right kinds of drawing, writing and art supplies in the classroom.</li> <li>• Teachers will review the TSG fine motor objectives and the TSG teaching strategies to support them.</li> <li>• Education Manager will give a training about the importance of fine motor activities.</li> </ul>	

<b>DOMAIN: PHYSICAL WELL BEING (GROSS MOTOR)</b>
<b>GOAL: Children will demonstrate age appropriate fine motor, balancing and self-help skills.</b>
<b>Head Start Objective 2: By Spring 2019, preschoolers will develop the ability to engage in age appropriate balancing skills.</b>
<b>Preschoolers:</b> The children will meet or exceed the TSG Objective (5) of sustaining balance during complex movement experiences.
<b>Effective Teaching Practices:</b>
<ul style="list-style-type: none"> <li>• Teachers will place masking tape or brightly colored yarn on the floor and encourage children to practice balancing by walking on it.</li> <li>• Teachers will implement balance beam activities and have children walk with arms out to balance.</li> <li>• Teachers will increase challenge on balance beam by having children walk forward, backward or sideways.</li> </ul>
<b>Effective Teaching Strategies for Dual Language Learners:</b>
<ul style="list-style-type: none"> <li>• Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.</li> <li>• Teachers will use peer support to encourage participations in balance activities.</li> <li>• Teachers will use picture support to show the child what is expected during a balancing activity.</li> <li>• Teachers will use clear and simple language repeatedly with DLL children to label things they are playing</li> </ul>

with or their actions.

- Teachers will use picture schedules to show DLL children the playground safety expectations.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- The teachers will use adaptive materials if needed to support balancing activities.
- The teachers will use adult support to help the child complete balancing activities.
- The teachers will use the strategy called “Step With Me”. The teacher will create paper copies of the child’s foot print and lay them on the floor and ask the child to step on the foot prints.

**Family Practices:**

- Families will volunteer in their child’s classroom to better understand how to help their child increase their balancing skills.
- Families will then use those teacher strategies at home to improve their child’s balancing skills.
- Families will assist their child’s teacher with setting balancing goals for their child’s Individual Child Plan and then work on these goals at home.

**Alignment with Head Start Early Learning Outcomes Framework:**

Goal P-PMP 1

- Child demonstrates control, strength and coordination of large muscles.

Goal P-PMP 2

- Child uses perceptual information to guide motions and interactions with objects and other people.

**Alignment with QRIS ECERS 3**

- 6. Space for gross motor play

**Alignment to Nevada Pre-K Standards**

Indicator-Physical Development 2.PK.3

- Balance on one foot for at least 5 seconds.

- 7. Gross motor equipment

**Training/Professional Development for Teachers:**

- Teachers will use the QRIS Quality Improvement Plan to assure that there are enough and the right kinds of balancing items in the classroom and on the playground.
- Education Manager will give a training about the importance of balancing activities in the classroom and on the playground.
- Teachers will review the TSG balancing objective and the TSG teaching strategies to support them.
- Education Manager will give the teachers a list of all of the balancing activities that are available at our center.

**DOMAIN: PHYSICAL WELL BEING (SELF HELP SKILLS)**

**GOAL:** Children will demonstrate age appropriate fine motor, balancing and self-help skills.

**Head Start Objective 3:** By Spring 2019, preschoolers will develop age appropriate self-help skills.

**Preschoolers:** The children will meet or exceed the TSG Objective (1.c) of taking care of own needs appropriately.

**Effective Teaching Practices:**

- Teachers will use their QRIS/ECERS reports to improve their hand washing procedures.
- Teachers will establish and practice consistent routines.
- Teachers will describe what you are doing during caregiving routines, so children can learn the sequence of actions to care for themselves.
- Teachers will ask families about the self-care activities in which the child participates at home.
- Teachers will serve food that children can feed to themselves. Be prepared for messes.

- Teachers will provide picture and word cues to assist preschoolers as they participate in self-care tasks.
- Teachers will include clothing of various sizes so children can practice dressing themselves.
- Teachers will display posters made by kindergarten children that depict things they do to take responsibility for their own wellbeing.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will use environment supports (picture schedules and peer support) to help the children learn self-help skills.
- Teachers will learn a few second language words to help support the child's self-help skills.
- The teachers will use invisible supports (sequencing turns and activities) to support a child's participation in learning self-help skills.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- The teachers will use adult support to give these children the extra encouragement to accomplish this goal.
- The teachers will use adaptive materials if needed.
- Teachers will use modeling and signing simple words to support meal time habits.
- The teachers will use descriptive pictures to help the children understand the expectations of this goal.
- Teachers will use American Sign Language to teach the child the sign for bathroom. The teachers will use the same words and signs as the parents use.

**Family Practices:**

- Families will volunteer in their child's classroom to better understand how to help their child increase their self-help skills.
- Families will then use those teacher strategies at home to improve their child's self-help skills.
- Families will assist their child's teacher with setting self-help goals for their child's Individual Child Plan

and then work on these goals at home.

- Families will involve their children in simple household tasks as appropriate, e.g., hanging clothes, pouring beverages and setting the table.

**Alignment with Head Start Early Learning Outcomes Framework:**

**Goal P-SE 10**

- Child expresses confidence in own skills and positive feelings about self.

**Goal P-PMP 4**

- Child demonstrates personal hygiene and self-care skills.

**Alignment with QRIS ECERS-3**

- 8. Meals/snacks
- 9 Toileting/diapering
- 10. Health practices
- 11. Safety practices

**Alignment to Nevada Pre-K Standards**

**Indicator-Social Emotional 2.PK.2**

- Demonstrate self-help skills (e.g., put blocks away, pour juice, and use soap when washing hands).

**Training/Professional Development for Teachers:**

- Teachers will use the QRIS Quality Improvement Plan to assure that they are teaching their children appropriate self-help skills.
- QRIS coach will give a training about proper “Personal Care Routines”.
- Education Manager will review the Creative Curriculum objective (1.c) “Taking care of one’s own needs appropriately.”
- Education Manager will give a training about the importance of encouraging self-help skills in the classroom and on the playground.
- Education Manager will give the teachers a list of all of the age appropriate self-help skills for their

students.

**DOMAIN:COGNITIVE AND GENERAL KNOWLEDGE**

**Goal:** Children will demonstrate age appropriate general cognitive skills.

**Head Start Objective 1:** By Spring 2019, preschooler will demonstrate flexibility and inventive thinking skills as measured below:

**Three to Five Year Olds:** The children will meet or exceed the TSG Goal (11.e) of changing plans if a better idea is thought of or proposed.

**Effective Teaching Practices:**

- Teachers will provide many opportunities for children to make choices from among interesting materials that are familiar and challenging, and encourage children to use them in many ways.
- Teachers will respond to children’s explorations and discoveries with enthusiasm and encouragement rather than by providing rewards like stickers or pizzas.
- Teachers will support children’s spontaneous interests.
- Teachers will demonstrate, explain, and engage children in trying different ways of doing things. Discuss whether the strategies worked.
- Teachers will encourage children to solve problems for themselves when appropriate. Be available to offer support, encouragement, and new ideas if needed.
- Teachers will model flexibility by changing an activity to incorporate children’s interesting ideas. To help children consider different perspectives or solutions, explain why the activity is being changed.
- Teachers will Implement STEM activities and encourage inventive thinking.
- Teachers will implement Creative Curriculum Teaching Guide Studies to encourage exploration.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will use peer support to encourage the child to participate in inventive activities.
- Teachers will offer activities with lots of choices, so the child can feel comfortable in the classroom.
- Teachers will use the child’s toys, activities, or people to motivate the child to be inventive.



**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use a child’s preferred activity to encourage inventiveness.
- Teachers will use peer and adult support to introduce flexibility in thinking.
- The teachers will simplify activities if needed to encourage inventiveness.

**Family Practices:**

- Families will volunteer in their child’s classroom to better understand how to help their child increase their flexibility and inventive thinking skills.
- Families will then use those teacher strategies at home to improve their child’s flexibility and inventive thinking skills.
- Families will encourage their child’s inclination to ask why questions and wonder. Help them refine their questions and support them finding answers.
- Families will assist their child’s teacher with setting cognitive goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the cognitive and language home activities that are provided by the child’s teacher.
- Families will encourage their child’s imagination by finding images in clouds or puddles. Discuss pictures in which part of an object is missing.

**Alignment with Head Start Early Learning Outcomes Framework:**

Goal P-ALT 9

- Child demonstrates flexibility in thinking and behavior.

Goal P-ALT 12

**Alignment to Nevada Pre-K Standards**

Indicator: Creative Thinking

1.PK.1

- Use a variety of approaches to solve problems.

3.PK.3

- Create stories and scenarios by combining

<ul style="list-style-type: none"> <li>• Child expresses creativity in thinking and communication.</li> </ul> <p><b>Alignment with QRIS ECERS 3</b></p> <ul style="list-style-type: none"> <li>• 18. Art</li> <li>• 19. Music and movement</li> <li>• 21. Dramatic Play</li> <li>• 30. Free play</li> </ul>	<p>experiences and ideas.</p>
<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of dramatic play, art, blocks, and music supplies in the classroom.</li> <li>• Education Manager will give a training about the importance of creative activities in the classroom.</li> <li>• Teachers will review the TSG cognitive objectives and the TSG teaching strategies to support them.</li> <li>• Education Manager will give NCQTL Trainings about Engaging Interactions and Environments.</li> </ul>	

<p>DOMAIN:COGNITIVE AND GENERAL KNOWLEDGE</p>	
<p>Goal: Children will demonstrate age appropriate general cognitive skills.</p>	
<p><b>Head Start Objective 2:</b> By Spring 2019, preschoolers will develop the ability to compare and measure objects.</p>	
<p><b>Three Year Olds:</b> The children will meet or exceed the TSG Objective (22) of comparing and ordering a small set of objects as appropriate according to size, length, weight, area, or volume; know usual sequence of basic daily events and a few cardinal numbers.</p>	<p><b>Four to Five Year Olds:</b> The children will meet or exceed the TSG Objective (22) of using multiple of the same unit to measure; using numbers to compare; knowing the purpose of standard measuring tools.</p>
<p><b>Effective Teaching Practices:</b></p> <ul style="list-style-type: none"> <li>• Teachers will take advantage of daily opportunities to talk about comparing and measuring. Extend children’s visual comparisons of length, height, weight, and area.</li> <li>• Teachers will provide many opportunities for children to measure using non-standard measures. For</li> </ul>	

example, offer plastic snap cubes, plastic chains, paper clips, blocks, paper strips, straws, plastic cups or large spoons.

- Teachers will involve children in using recipes and measuring tools to make their own snacks.
- Teachers will encourage children to use measuring tools in their own ways during measurement activities and during dramatic play.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will use peer and adult support to encourage the child to participate in comparing and measuring activities.
- Teachers will use pictures of the activities with second language words to encourage the child to participate in Math activities.
- Teachers will use unit blocks to introduce measurement instead of a ruler.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use material adaptation to modify the position, stability, or size of the materials so that the child can participate more fully.
- Teachers will simplify the activity by breaking it down into smaller parts or by reducing the number of steps.
- The teachers will use adult support to model and/or offer encouragement to support the child's participation.

**Family Practices:**

- Families will volunteer in their child's classroom to better understand how to help their child increase their measuring skills.

- Families will then use those teacher strategies at home to improve their child’s comparing and measuring skills.
- Families will assist their child’s teacher with setting cognitive (math) goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the measuring home activities that are provided by the child’s teacher.
- Families will provide many opportunities at home to improve their child’s comparing and measuring skills. Let your child help you measure while using simple recipes.
- Families will help their child make comparisons of objects area, weight, height, length and size.

**Alignment with Head Start Early Learning Outcomes Framework:**

Goal P-Math 8

- Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.

**Alignment with QRIS ECERS 3**

- 23. Math materials and activities

**Alignment to Nevada Pre-K Standards:**

Indicator-Math 3.PK.1

- Compare objects by size to determine smaller and larger.

**Training/Professional Development for Teachers:**

- Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of math comparing and measuring supplies in the classroom.
- Education Manager will give a training using the “Early Head Start and Head Start Math Resource Guide”.
- Teachers will review the TSG comparing and measuring objectives and the TSG teaching strategies to support them.
- Education Manager will give a training using the Nevada Math Pre K Standards and the Nevada Childhood Crosswalk.

<b>DOMAIN: COGNITIVE AND GENERAL KNOWLEDGE</b>
Goal: Children will demonstrate age appropriate general cognitive skills.
<b>Head Start Objective 3:</b> By Spring 2019 preschoolers will demonstrate some knowledge of the physical properties of objects and materials.
<b>Preschoolers:</b> The children will meet or exceed the TSG Objective (26) of using their senses to explore things. They will learn about their shape, color, temperature, weight and how things move and change.
<p><b>Effective Teaching Practices:</b></p> <ul style="list-style-type: none"> <li>• Teachers will include opportunities for the children to learn about the physical properties of objects and materials and the natural forces that affect them.</li> <li>• Teachers will use the appropriate vocabulary to describe phenomena. Use words like sink, float, dissolve, melt, absorb, adhere, attract, and repel.</li> <li>• Teachers will offer a variety of substances for the children to explore and learn their characteristics. Include objects made of metal, wood, plastic and paper.</li> <li>• Teachers will plan experiences where children can observe changes in the physical properties of objects and materials. For example, leave an ice cube outside in the sun and observe it become a liquid. Mix different materials in water to see if they dissolve.</li> <li>• Teachers will make charts and/or graphs about the physical properties of objects and materials. For example, children might explore concepts such as absorb/repel, sink/float, hot/cold or rough/smooth.</li> <li>• Teachers will implement the “MESS” (Marvelous Explorations through Science and Stories) Program.</li> <li>• Teachers will use Creative Curriculum Teachers Guide Studies to support investigation of physical properties of objects and materials.</li> </ul>
<p><b>Effective Teaching Strategies for Dual Language Learners:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.</li> <li>• Teachers will use peer support to encourage participation.</li> </ul>

- Teachers will use environmental support by adding a picture schedule to encourage participation.
- Teachers will use adult support to model and offer encouragement.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use environmental supports like arrangement of materials or picture schedule to support participation.
- Teachers will use adaptive materials if needed.
- Teachers will use invisible support to sequence turns and activities to increase a child’s engagement.

**Family Practices:**

- Families will volunteer in their child’s classroom to better understand how to help their child increase their science exploration skills.
- Families will then use those teacher strategies at home to improve their child’s science exploration skills.
- Families will provide children many opportunities to learn about the properties of objects and materials at home.
- Families will assist their child’s teacher with setting science goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the science home activities that are provided by the child’s teacher.

**Alignment with Head Start Early Learning Outcomes Framework:**

Goal P-SCI 1

- Child observes and describes observable phenomena (objects, materials, organisms and events).

**Alignment with Nevada Pre-K Standards:**

Indicator-N.PK1.a

- Observe the natural world

Indicator-P.PK.1

- Sort objects according to observable properties (e.g. by shape and color)

<p><b>Alignment with QRIS ECERS 3</b></p> <ul style="list-style-type: none"> <li>• 23. Nature and science</li> </ul>	<p>Indicator-P.PK.2</p> <ul style="list-style-type: none"> <li>• Explore and demonstrate how objects move.</li> </ul> <p>Indicator-P.PK.3</p> <ul style="list-style-type: none"> <li>• Explore what happens to objects in relation to other forces (e.g., magnets, gravity and water)</li> </ul> <p>Indicator-P.PK.4</p> <ul style="list-style-type: none"> <li>• Investigate how objects react when placed in water.</li> </ul>
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<p><b>Training/Professional Development for Teachers:</b></p> <ul style="list-style-type: none"> <li>• Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of science supplies in the classroom.</li> <li>• Education Manager will give a training about the “MESS” Marvelous Explorations Through Science and Stories Program.</li> <li>• Teachers will review the TSG science objectives and the TSG teaching strategies to support them.</li> <li>• Education Manager will give NCQTL Trainings about Engaging Interactions and Environments.</li> <li>• Education Manager will give a training about how to implement science activities and how they relate to CLASS.</li> </ul>
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<p><b>DOMAIN: LANGUAGE AND LITERACY</b></p>
<p><b>Goal: Children will comprehend and demonstrate increasing complex and varied vocabulary and notice and discriminate sound alliteration.</b></p>
<p><b>Head Start Objective 1: By Spring 2019, preschoolers will use language to express thoughts and needs.</b></p>
<p><b>Preschoolers:</b> The children will meet or exceed the TSG Objective (9.a) of describing and telling the use of many familiar items.</p>
<p><b>Effective Teaching Practices:</b></p> <ul style="list-style-type: none"> <li>• Teachers will encourage children to use explanatory talk (explaining and describing) by modeling it.</li> </ul>

- Teachers will use self-talk to explain their actions.
- Teachers will ask open-ended questions that encourage multiple responses.
- Teachers will help children connect their everyday experiences and relate the familiar to the unfamiliar. For example, when introducing a new material say, “You can use these new sponge brushes to paint just like you use the big paint brushes”.
- Teachers will repeat and reinforce new words. Talk about the meanings of new words by providing familiar words with similar meanings.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will bring language and literacy activities that are familiar to the children from their homes into classroom activities.
- The teachers will consider and incorporate the traditions, values, and practices of the DLL children into the classroom activities.
- Teacher will match the complexity of the sentences and vocabulary to the children’s level of understanding English.
- Teachers will be patient while waiting for dual language learners to process what they say.
- Teachers will encourage new English speakers to respond with speech instead of gestures.
- Teachers will repeat what a child says and then expand on it by adding more advanced language.
- Teachers will use both open and closed ended questions with DLL.
- Teachers will use self and parallel talk to help children associate English words and actions with content.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use child preferences by integrating the child’s preferred toys, activities, or people to motivate the child to take advantage of available opportunities.
- Teachers will use peer support to encourage interactions with conversations.



- Teachers will use self and parallel talk with child who have language problems.
- Teachers will use adult support to model how to have conversations with others.

**Family Practices:**

- Families will read books to their children and focus on objects in the books and describe their uses.
- Families will assist their child’s teacher with setting language and literacy goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the language and literacy home activities that are provided by the child’s teacher.
- Families will provide many opportunities at home to improve their child’s descriptive language skills.
- Families will participate in the “LPHS Literacy Backpack Program” and learn the dialogic reading strategies included in these activities.
- Families will participate in the “LPHS Reading at Home Program” and learn the dialogic reading strategies included in these activities.

**Alignment to the Head Start Early Learning Outcomes Framework:**

Goal P-LC 5

- Child expresses self in increasingly long, detailed and sophisticated ways.

**Alignment to the ECERS-R**

- 12. Helping children expand their vocabulary

**Alignment to Nevada Pre-K Standards**

Indicator: Expository Text 4.PK.5.a

- Recall information from and event, text, or picture related to self and the world around them.

Indicator: Speaking 8.PK.2

- Use and expand vocabulary to describe feelings, experiences, observations and ideas.

**Training/Professional Development for Teachers:**

- Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of language and literacy supplies in the classroom.
- Teachers will review the TSG language objectives and the TSG teaching strategies to support them.
- Education Manager will give a training using the Nevada Language and Literacy Pre-K Standards and the

Nevada Childhood Crosswalk.

- Education Manager will give appropriate NCQTL Trainings related to positive interactions and language.

**DOMAIN: LANGUAGE AND LITERACY**

**Goal:** Children will comprehend and demonstrate increasing complex and varied vocabulary and notice and discriminate sound alliteration.

**Head Start Objective 2:** By Spring 2019, preschoolers will develop the ability to notice and discriminate alliteration as demonstrated below:

**Three Year Olds:** Will meet or exceed the TSG Objective (15.b) singing songs and reciting rhymes and refrains with repeating initial sounds.

**Four to Five Year Olds:** Will meet or exceed the TSG Objective (15.b) matching beginning sounds of some words.

**Effective Teaching Practices:**

- Teachers will play games that focus on alliteration (initial sounds). For example, have children think of words that begin with the same sound as another child’s name (Bonito, Betty, baby, bath, buttons).
- Teachers will focus on letters as part of meaningful activities. Point out particular letters as you take dictation, compose messages and read stories. Call attention to the letter-sound relationship.
- Teachers will use the children’s names to help them learn the alphabet and their sounds.
- Teachers will sing songs and complete activities which include sound alliteration and beginning sounds.
- Teachers will play with words, changing the beginning or ending sounds to make silly words.
- Teachers will encourage children to imitate the beginning sounds of words.
- Teachers will play “I Spy Game” by asking the children to find something that begins with “M” like

Michael.

- Teachers will use the Zoo Phonics Program in the classroom.

**Effective Teaching Strategies for Dual Language Learners:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support DLL.
- Teachers will learn and offer songs and rhymes in the child’s home language.
- Teachers will use simple, repetitive songs and chants that children can learn easily.
- Teachers will use peer support to model language for DLL children.

**Effective Teaching Strategies for Special Needs Children:**

- Teachers will use NCQTL Highly Individualized Teaching and Learning Trainings to support special needs children.
- Teachers will use simplifying activities to break down songs and rhymes so they are easier to learn.
- Teachers will use peer support to encourage the children to participate.
- Teacher will use material support (pictures, puppets) to encourage children to participate in songs and rhymes.

**Family Practices:**

- Families will assist their child’s teacher with setting and literacy goals for their child’s Individual Child Plan and then work on these goals at home.
- Families will assist their child with the literacy home activities that are provided by the child’s teacher.
- Families will provide many opportunities at home to improve their child’s literacy skills, including going to the library and reading books at home.
- Families will participate in the “LPHS Literacy Backpack Program” and learn the dialogic reading strategies included in these activities.
- Families will participate in the “LPHS Reading at Home Program” and learn the dialogic reading strategies included in these activities.
- Families will talk about the beginning sounds of words with your child.

- Families will play phonics games with your child.

**Alignment with Head Start Early Learning Framework:**  
 Goal P-LIT 1

- Child demonstrates awareness that spoken language is composed of smaller segments of sounds.

Goal P-LIT 3

- Child identifies letters of the alphabet and produces correct sounds associated with letters.

**Alignment with ECERS-R**

- 16. Becoming familiar with print

**Alignment with Nevada Pre-K Standards:**  
 Indicator – Word Analysis 1.PK.2

- Identify the beginning sound of own name

**Training/Professional Development for Teachers:**

- Education Manager will give appropriate NCQTL Trainings related to positive interactions and language.
- Teachers will use QRIS Quality Improvement Plan to assure that there is enough and the right kinds of language and literacy supplies in the classroom.
- Teachers will review the TSG language and literacy objectives and the TSG teaching strategies to support them.
- Teachers will receive Creative Curriculum Literacy Trainings.
- Education Manager will give trainings specific to teaching phonics to preschoolers.