

Community Services of Northeast Texas

School Readiness Goals

2025-2026

Approaches to Learning

Goal: *Children will follow classroom rules and routines with increasing independence.*

Early Learning Outcomes Framework: Approaches to Learning Domain: Goal Infant/Toddler-ATL-2; Goal Preschool-ATL-2 thru Goal P-ATL-8.

Texas Pre- Kindergarten Guidelines: Social and Emotional Domain: Goal I.A.4.

Objective: 90% of the children will meet or exceed expectations demonstrating following classroom rules and routines with increasing independence.

Implementation Strategies

- Staff will establish classroom rules beginning the first day of classroom instruction.
- Staff will model/ demonstrate classroom rules and routines.
- Staff will give children opportunities to demonstrate knowledge and understanding of rules and routines.

Cognitive Mathematics Development

Goal: *Children will develop sense of number and quantity.*

Early Learning Outcomes Framework: Mathematics Development Domain: Goal Infant/Toddler- IT-C-8; Goal Preschool-Math-1 thru Goal P- Math-5

Texas Pre- Kindergarten Guidelines: Mathematics Domain: Goal V.A.1. – Goal V.A.8.

Objective: 40% of Infants/Toddlers will meet or exceed expectations in sense of number and quantity.
50% of the 3-year-old children will meet or exceed expectations in sense of number and quantity.
60% of the 4-year-old children will meet or exceed expectations in sense of number and quantity.

Implementation Strategies

- Staff will utilize a variety of materials for children to count.

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- Staff model counting out loud by starting with 1 and counting throughout the day.
- Staff will use language to refer to quantity. (number of words, or signs to identify small amounts, or using other words referring to quantity, such as little, too much or a lot).
- Staff will look at individual child data to drive small group instruction and use CIRCLE activities for math concept skills.

Language and Literacy

Goal: Children will identify letters and make connections between letters, sounds and print. *Early Learning*

Outcomes Framework: Language and Communication Domain: Goal Infants/Toddlers-LC-7 thru IT- LC-11; Goal Preschool-LIT 1 thru P-LIT 3.

Texas Pre- Kindergarten Guidelines: Phonological Awareness: Goal II.I. B.1 thru III. B. 8. Alphabet Knowledge: III. C.1 thru III. C. 3.

Objective: 45% of the infants/toddler's children will identify letters and make connections between letters, sounds and print.
45% of the 3-year-old children will identify letters and make connections between letters, sounds and print.
60% of the 4-year-old children will identify letters and make connections between letters, sounds and print.

Implementation Strategies

- Staff will look at individual child data to drive small group instruction and use CIRCLE activities for language and literacy.
- Staff utilizes the letter wall with advanced vocabulary for theme units.
- Staff give children opportunities to play with words and sounds in songs.
- Staff will sing songs and recite nursery rhymes

Perceptual, Motor, and Physical Development

Goal: Children will demonstrate control of large and small muscles for movement, coordination, and balance.

Early Learning Outcomes Framework: Perceptual, Motor, and Physical Development Domain: Goal Infants/Toddlers-PMP 3; Goal Preschool-PMP 1

Texas Pre- Kindergarten Guidelines: Physical Development Domain: Goal IX.A.2.

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Objective: *100% of Infants/Toddlers will coordinate movement and action with a purpose.*

100% of the 3-year-old children will meet or exceed expectations demonstrating control, movement, coordination, and balance of large and small muscles.

100% of the 4-year-old children will meet or exceed expectations demonstrating control, movement, coordination, and balance of large and small muscles.

Implementation Strategies

- Staff uses a variety of gross motor activities in the classroom.
- Staff will utilize *I Am Moving, I Am Learning*.
- Staff will spend time engaged in gross motor play in the classroom, gym and outdoors to gain gross motor manipulative skills.
- Staff will guide children on the process of how to open and close hands (e.g., by using clothes pins, stress balls and/or tongs leading to cutting with scissors).

Social and Emotional Development

Goal: *Children will demonstrate interact with peers, cooperating and solving social problems.*

Early Learning Outcomes Framework: Social and Emotional Development Domain: Goal Infants/Toddlers-SE-4 Goal Preschool-SE 3

Texas Pre- Kindergarten Guidelines: Social and Emotional Development Domain: Goal I.B 1.c

Objective: *70% of Infants/Toddlers will show increasing interest in interacting with other children.*

80% of the 3-year-old children will meet or exceed expectations in demonstrating self- regulating skills with occasional reminders or assistance from the teacher.

90% of the 4-year-old children will meet or exceed expectations in demonstrating self- regulating skills with occasional reminders or assistance from the teacher.

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Implementation Strategies

- Staff plans activities with the children that promote connection and self-control, including Conscious Discipline Strategies (Example: Feeling buddies, I Love You Rituals, Shubert Books).
- Staff establishes consistent and developmentally appropriate classroom routines and rules with children input.

Parent Goal

Goal: Families will work with child/children to complete weekly Home Activities.

Early Learning Outcomes Framework: Social and Emotional Development Domain: Goal Infants/Toddlers-SE-1; Goal Preschool-SE 1

Texas Pre- Kindergarten Guidelines: Social and Emotional Development Domain: Goal I.C.3.

Objective: 80% of all parents will work with their child/children to complete Home Activities.

Implementation Strategies

- Staff will send Activities home on Tuesday and Thursday of each week.
- Parents will sign how many minutes spent with child.
- Parents will sign Home Activities Form indicating activity has been completed.