

## 2012-13 ACS/DOE CITYWIDE SCHOOL READINESS GOALS

### School Readiness Commitment

The NYC Administration for Children's Services (ACS) and Department of Education (DOE) are committed to ensuring that all children and families leave our early childhood programs and enter kindergarten ready to succeed. We have adopted the Office of Head Start's definition of school readiness: "School Readiness means that children are ready for school, families are ready to support their children's learning, and schools are ready for children." To make this definition a reality, we based our school readiness work on four frameworks:

1. [Parent, Family, and Community Engagement Framework](#)
2. [Framework for Programs Serving Infants and Toddlers and Their Families](#)
3. [Head Start Child Development and Early Learning Framework](#) and the [New York State Prekindergarten Foundation for the Common Core](#)
4. [NYC DOE Quality Review Rubric](#)

Together, these frameworks show the continuum of school readiness from birth through kindergarten entry. They highlight the importance of families as a child's first teacher and lifelong advocate and the impact of smooth transitions into, within, and out of programs. They also highlight expectations for quality in community based organizations and public schools. Together, these frameworks are the foundation for our school readiness work in NYC.

Please see the following pages for guidance and additional information about our NYC approach to school readiness.

## 2012-13 ACS/DOE Citywide School Readiness Goal and Strategy Guidance

ACS and DOE are committed to ensuring that all children leave their early childhood programs and enter kindergarten ready to succeed. To this end, we have developed school readiness goals based on the [Head Start Child Development and Early Learning Framework](#) and the [New York State Prekindergarten Foundation for the Common Core](#). The citywide school readiness goals (on page 3) outline the developmentally appropriate knowledge and skills that children should demonstrate by the end of their four-year-old year. ACS and DOE will work together in the 2012-13 school year to support programs in developing and implementing school readiness goals and strategies in their programs.

<i>Developing School Readiness Goals and Strategies</i>	
<b>Process</b> <i>Programs are expected to follow the process outlined below to develop their school readiness goals and strategies.</i>	<b>Recommended Actions</b> <i>These are suggestions for specific actions that you may take to achieve each step in the process. Please note that these are suggestions; you should revise them to meet the needs of your program.</i>
1. Become familiar with the <a href="#">Head Start Child Development and Early Learning Framework</a> , <a href="#">New York State Prekindergarten Foundation for the Common Core</a> , and NYC citywide school readiness goals (on p. 3).	<ul style="list-style-type: none"> <li>• Watch a <a href="#">webcast</a> for an overview of the Head Start Framework.</li> <li>• Review the <a href="#">NYS Early Learning Alignment Crosswalk</a>.</li> <li>• Work with teachers to identify similarities and differences between the <i>Head Start Child Development and Early Learning Framework</i> and <i>NYS Prekindergarten Foundation for the Common Core</i>.</li> </ul>
2. Review child-level assessment data and other program data to determine program-specific learning needs.	<ul style="list-style-type: none"> <li>• Determine program-specific learning needs by:               <ul style="list-style-type: none"> <li>○ Reviewing data from your authentic assessment system (WSS, GOLD, or COR)</li> <li>○ Analyzing student work samples or portfolios</li> </ul> </li> <li>• Identify learning trends by subgroups (home language, gender, age, etc.)</li> </ul>
3. Engage stakeholders (families, staff/board members, and community partners) to determine how to modify citywide school readiness goals (page 3) to meet program-specific needs.	<ul style="list-style-type: none"> <li>• Engage with families to understand their goals for their children.</li> <li>• Meet with staff and board members to review trends in child outcomes over the past year.</li> <li>• Meet with local kindergarten teachers to get their perspective on the strengths and needs of children coming into their classrooms.</li> <li>• <b>For EarlyLearn programs only</b> - Your school readiness team must include at least one: governing board representative, education management staff member, teaching staff member and community representative.</li> </ul>
4. Set program-specific school readiness goals for students in each of the essential domains of school readiness.*  *Citywide goals describe expectations for all children. Program level modifications are designed to supplement those expectations based on trends observed by site.	<ul style="list-style-type: none"> <li>• Use the citywide school readiness goals as a base to modify or include additional program-specific goals.               <ul style="list-style-type: none"> <li>○ E.g. If you have a dual language program, you might modify the citywide goal to say, "Children will understand and use an increasingly complex and varied vocabulary <i>in English and Spanish</i>."</li> </ul> </li> <li>• Focus on a small number of school readiness goals.               <ul style="list-style-type: none"> <li>○ E.g. If you know that children in your program have strong number sense, you might focus most heavily on the other math goals.</li> </ul> </li> </ul>
5. Determine how to use ongoing authentic assessments to measure progress to program-specific school readiness goals.	<ul style="list-style-type: none"> <li>• Determine which items on your authentic assessment can be used to measure each of your program's school readiness goals.</li> <li>• Determine measure for children achieving your program's school readiness goals (e.g. reaching a specific level on GOLD, WSS, or COR)</li> </ul>
6. Develop strategies to achieve your program-specific school readiness goals.	<ul style="list-style-type: none"> <li>• Engage stakeholders in developing school readiness strategies.</li> <li>• Become familiar with the five weighted <a href="#">Quality Review</a> indicators.</li> <li>• Identify specific aspects of program quality that, if improved, would have the biggest impact on your school readiness goals.               <ul style="list-style-type: none"> <li>○ You may consider using the <a href="#">Quality Review</a>, <a href="#">CLASS</a>, <a href="#">ECERS-R</a>, or other sources of data to identify these aspects of quality.</li> </ul> </li> <li>• Determine actions you will take to improve aspects of program quality.               <ul style="list-style-type: none"> <li>○ E.g. Observe teachers twice a week, review unit plans with staff.</li> </ul> </li> </ul>

## **Implementing School Readiness Goals and Strategies**

In order to help children achieve school readiness goals, ACS and DOE expect programs to focus on the three key areas of implementation outlined below.

### *Engage stakeholders*

1. Ensure that staff and other stakeholders (families, board members, and community partners) fully understand your program's school readiness goals and how they can support children in achieving the goals.
2. Develop systems for keeping stakeholders informed about progress to goals throughout the year.
3. Ensure that families are engaged in activities with children outside early childhood programs that support the school readiness goals.

### *Build capacity*

1. Ensure that your program has resources and systems to support effective screening, curriculum, and assessment.
  - a. Developmental screening
    - i. *Purpose:* Identify children who may have developmental delays and/or require special education services.
    - ii. *Resources:* ACS/DOE approved developmental screening tools include: Early Screening Inventory – Revised, Brigance Inventories System II, Ages and Stages Questionnaires, Third Edition.
    - iii. *Systems:* Develop systems for collecting screening data on all children within 45 days of program entry to identify potential developmental delays.
  - b. Evidence-based curriculum that advances the *Head Start Child Development and Early Learning Framework* and the *NYS Prekindergarten Foundation for the Common Core*
    - i. *Purpose:* Promote children's development in all domains of school readiness, including language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development
    - ii. *Resources:* Commonly used curricula include: Creative Curriculum, High Scope, and the Montessori Approach. Programs may use other evidence-based curricula that meet the needs of their children and families.
    - iii. *Systems:* Develop systems for continuously monitoring the effectiveness of curriculum implementation.
  - c. Valid and reliable authentic assessments
    - i. *Purpose:* Determine children's progress to school readiness in all domains of development, including language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development
    - ii. *Resources:* ACS/DOE approved authentic assessments include: Work Sampling System, Teaching Strategies GOLD, and High Scope Child Observation Record.
    - iii. *Systems:* Develop systems for aggregating and analyzing authentic assessment data at the child and program levels at least three times per year.

### *Monitor, evaluate, and promote progress*

1. Aggregate and analyze authentic assessment data at least three times per year.
  - a. Determine individual children's progress toward meeting established school readiness goals.
  - b. Examine patterns of progress and outcomes (achieved goals) for children served by the program. For example, programs may analyze data by age, rate of attendance, home language, or risk factors.
  - c. Inform families and the community of progress to school readiness goals.
2. Use the data to effectively drive instructional strategies and program improvement efforts.
  - a. Examine the impact of the program's school readiness strategies; revise strategies as necessary.
  - b. Develop additional school readiness strategies related to curriculum, instruction, assessment, family partnerships, professional development, and other programmatic supports throughout the year.
  - c. Develop instructional strategies (including questioning, scaffolds, and routines) that provide multiple entry points into the curricula so that all learners, including English Language Learners and Students with Disabilities, are engaged in higher-order thinking experiences throughout the day.
  - d. Provide additional, targeted learning supports for children who are struggling in key areas of school readiness, especially language.

### **ACS and DOE Support**

ACS and DOE will support implementation of school readiness goals by providing coaching, professional development, and support around developing and implementing school readiness goals and strategies, using authentic assessments, and implementing family engagement practices that promote an understanding of children's progress and how to further learning at home. ACS and DOE will also continue to support quality improvement efforts in all programs, including supports around QUALITYstarsNY, self-assessments, the Quality Review, ECERS-R, and CLASS. ACS and DOE will coordinate closely to ensure that quality measures are consistent across settings and to avoid duplication for programs.

### **Citywide School Readiness Goals**

*These citywide school readiness goals describe expectations for all children. Programs should use these goals as a starting point and supplement these goals based on the unique needs of children in the program.*

#### **1. COGNITION & GENERAL KNOWLEDGE**

##### *Mathematics*

- Children will understand measurement and concepts such as “longer/shorter,” and “heavier/lighter.”
- Children will understand and intentionally manipulate quantities.
- Children will describe and compare features of objects and shapes.
- Children will demonstrate an awareness of spatial relationships, patterns, and sequences.

##### *Science*

- Children will demonstrate basic use of scientific method and basic conceptual knowledge of the natural and physical world.
- Children will demonstrate the ability to think through problems and apply strategies for solving them.

##### *Social Studies*

- Children will demonstrate an understanding of one's relationship to the family and the community, roles in the family and community and will demonstrate respect for diversity.

#### **2. PHYSICAL DEVELOPMENT & HEALTH**

- Children will demonstrate an understanding of safe and healthy habits.
- Children will demonstrate appropriate gross motor skills and fine motor skills in a variety of settings.

#### **3. APPROACHES TO LEARNING**

- Children will cooperate with peers to extend play and solve problems.
- Children will demonstrate persistence in play, activities, and problem solving.
- Children will demonstrate curiosity, creativity, flexibility, and a willingness to try new experiences.
- Children will demonstrate use of music, movement, drama and visual art to express ideas and emotions.

#### **4. SOCIAL EMOTIONAL DEVELOPMENT**

- Children will develop and maintain positive relationships with children and adults.
- Children will demonstrate positive self concept and self efficacy.
- Children will demonstrate self regulation skills in response to needs, feelings, and events.

#### **5. LANGUAGE AND LITERACY**

- Children will understand and use an increasing complex and varied vocabulary.
- Children will understand and respond to literary and informational texts.
- Children will recognize the names and sounds associated with some letters.
- Children will understand that language can be broken into words, syllables, and smaller pieces of sound.
- Children will express ideas and information through drawing, writing, and dictating.
- Children will engage in extended conversations with peers and adults.
- For Dual Language learners, children will exhibit appropriate English skills necessary to understand language and to use language effectively in various settings and for various purposes.
- For Dual Language learners, children will engage in English language literacy activities including the use of literary and informational books.