

**TERREBONNE PARISH HEAD START SCHOOL READINESS 2019-2020 CHECKPOINTS**  
**Fall- (October)-170 Based on 166 -3 year old children and 4-Four year old children**  
**Winter- (January)-169 Based on 147-3year old children and 21-Four year old children**  
**Spring- (April)-**

<b>Social &amp; Emotional Development Goals &amp; Objectives</b> <i>Children will demonstrate positive relationships - interactions with adult and peers, self-regulate their feelings, behaviors, and develop self-concept. Adults will read books to increase vocabulary.</i>	<b>ELD's &amp; Louisiana's Guidelines</b>  <b>Teaching Strategies Gold Goal/ Objective</b>	<b>Head Start Performance Standards</b>	<b>Have not accomplished Fall</b>	<b>Emerging Fall</b>	<b>Meet School Readiness Goals Fall</b>	<b>Have not accomplished Winter</b>	<b>Emerging Winter</b>	<b>Meet School Readiness Goals Winter</b>	<b>Have not accomplished Spring</b>	<b>Emerging Spring</b>	<b>Meet School Readiness Goals Spring</b>
Children will <b>manage their emotions</b> and feelings by recognizing and naming their own feelings (happy, sad, excited, surprised, angry, etc.), managing their emotions appropriately, and being able to express appropriate emotions to a matched experience or feeling.	<b>SE 4:(3.1)</b> <b>SE: 4 (4.2)</b>  <b>TSG 1a</b>	<b>Head Start Performance Standards:</b> <b>1302.31(a)(b)</b> <b>1302.31 1(l, ii, iii, and iv)</b>	<b>(3yr. olds)</b> 8 4.82%  <b>(4 yr. olds)</b> 1 25%	158 95.18%  3 75%		<b>(3yr. olds)</b> 2 1.35%  <b>(4 yr. olds)</b> 6 28.57%	139 93.92%  14	7 4.73%  1 4.76%	<b>(3yr. olds)</b>  <b>(4 yr. olds)</b>		
Children <b>will follow limits and expectations.</b> This might, include: following one step, two step, or three step directions during routines, and understanding right from wrong.	<b>SE: 5(3.1)</b> <b>SE:4 (4.1)</b>  <b>TSG 1b</b>	<b>Head Start Performance Standards:</b> <b>1302.31(a)(b)</b> <b>1302.31 1(l, ii, iii, and iv)</b>	<b>(3yr. olds)</b> 55 33.14%  <b>(4 yr. olds)</b> 3 75%	111 66.86%  1 25%		<b>(3 yr. olds)</b> 29 19.59%  <b>(4 yr. olds)</b> 4 19.04%	106 71.63%  13 61.91%	13 8.78%  4 19.05%	<b>(3yr. olds)</b>  <b>(4 yr. olds)</b>		



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<p>demonstrate <b>gross motor skills</b>. This might include: demonstrating coordination spatial awareness, physical strength to climb up and down stair/ladder, and pedaling and/or steering equipment with wheels.</p>	<p><b>PM:1 (4.2)</b> <b>TSG 6</b></p>	<p><b>Performance Standards:</b> <b>1302.31(a)(b)</b> <b>1302.31 1(l, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b> 89 53.61%</p> <p><b>(4 yr. olds)</b> 4 100%</p>	<p>77 46.39%</p>		<p><b>(3yr. olds)</b> 23 15.55%</p> <p><b>(4 yr. olds)</b> 2 9.52%</p>	<p>109 73.65%</p> <p>17 80.96%</p>	<p>16 10.80%</p> <p>2 9.52%</p>	<p><b>(3yr. olds)</b>  <b>(4 yr. olds)</b></p>		
<p>Children will demonstrate <b>fine motor skills when using fingers and hands</b> to grasp, cut, hold and use an eating utensil, and hold and use writing/drawing utensils (pencils, crayons, and/or markers.</p>	<p><b>PM:2 (3.1)</b> <b>PM:2 (4.2)</b> <b>TSG 7a</b></p>	<p><b>Head Start Performance Standards:</b> <b>1302.31(a)(b)</b> <b>1302.31 1(l, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b> 92 55.42%</p> <p><b>(4 yr. olds)</b> 2 50%</p>	<p>70 42.17%</p> <p>2 50%</p>	<p>4 2.41%</p>	<p><b>(3 yr. old)</b> 32 21.63%</p> <p><b>(4 yr. old)</b> 3 14.29%</p>	<p>100 67.55%</p> <p>16 76.19%</p>	<p>16 10.82%</p> <p>2 9.52%</p>	<p><b>(3yr. olds)</b>  <b>(4 yr. olds)</b></p>		
<p>Children will <b>practice healthy and age-appropriate safety</b> habits that include hand washing, tooth brushing, and toileting.</p>	<p><b>PM: 4 (3.3)</b> <b>PM: 4 (4.3)</b> <b>TSG 1c</b></p>	<p><b>Head Start Performance Standards:</b> <b>1302.31(a)(b)</b> <b>1302.31 1(l, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b> 62 37.35%</p> <p><b>(4 yr. olds)</b> 3 75%</p>	<p>104 62.65%</p> <p>1 25%</p>		<p><b>(3 yr. olds)</b> 29 19.59%</p> <p><b>(4 yr. olds)</b> 3 14.28%</p>	<p>104 70.27%</p> <p>18 85.72%</p>	<p>15 10.14%</p>	<p><b>(3yr. olds)</b>  <b>(4 yr. olds)</b></p>		

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<p><b>Language &amp; Literacy Development</b>  <i>Children will demonstrate and/or use increasingly complex and varied language. Children will demonstrate exploration of the world of books, learn how language can be broken into words and/or syllables, name/write letters of the alphabets, and recognize that letters of the alphabet have sounds.</i></p>											
<p>Children will use <b>social rules of language</b>. This may include: engaging in small and /or large group discussions, responding to open-ended questions, and engaging in conversation with peers and/or adults.</p>	<p>LL:1 (3.3) LL:1 (4.3)  <b>TSG 10b</b></p>	<p><b>Head Start Performance Standards:</b> 1302.31(a)(b) 1302.31 1(i, ii, iii, and iv)</p>	<p>(3yr. olds) <b>No Data Provided</b> (4 yr. olds)</p>			<p>(3yr. olds) 28 18.92%  (4 yr. olds) 7 33.33%</p>	<p>119 80.40%  14 66.67%</p>	<p>1 0.68%</p>	<p>(3yr. olds)  (4 yr. olds)</p>		
<p>Children will use letter <b>sound knowledge</b>. This might include rhyming words, inventing rhymes and/or repetitive phrases, and being able to understand and identify various sounds of language.</p>	<p>LL: (3.7) LL: (4.4)  <b>TSG 16b</b></p>	<p><b>Head Start Performance Standards:</b> 1302.31(a)(b) 1302.31 1(i, ii, iii, and iv)</p>	<p>(3yr. olds)  (4 yr. olds) 1 25%</p>	<p>161 96.99%  3 75%</p>	<p>5 3.01%</p>	<p>(3 yr. olds)  (4 yr. olds) 8 38.09%</p>	<p>93 62.84%  11 52.39%</p>	<p>55 37.16%  2 9.52%</p>	<p>(3yr. olds)  (4 yr. olds)</p>		

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<p>Children will use and show an <b>appreciation for books</b> by listening to books being read aloud, being able to identify the characteristic of a book (front, back, spine, pages,) understanding the difference between print and pictures/illustrations, and holding a book so that it open right to left.</p>	<p><b>LL:4 (3.3)</b> <b>LL:4 (4.3)</b>  <b>TSG 17a</b></p>	<p><b>Head Start Performance Standards:</b> <b>1302.31(a)(b)</b> <b>1302.31 1(i, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b> 75 45.18%</p> <p><b>(4 yr. olds)</b> 1 25%</p>	<p>77 46.39%</p> <p>3 75%</p>	<p>14 8.43%</p>	<p><b>(3 yr olds.)</b> 35 23.65%</p> <p><b>(4 yr. olds)</b></p>	<p>75 50.67%</p> <p>8 38.09%</p>	<p>38 25.68%</p> <p>13 61.91%</p>	<p><b>(3yr. olds)</b></p> <p><b>(4 yr. olds)</b></p>		
<p>Children will use <b>emergent reading skills</b> to demonstrate knowledge of print concepts, using illustrations/pictures to tell a story, and identifying features in print to make judgment about text.</p>	<p><b>LL:4 (3.6)</b> <b>LL:4 (4.6)</b>  <b>TSG 18b</b></p>	<p><b>Head Start Performance Standards:</b> <b>1302.31(a)(b)</b> <b>1302.31 1(i, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b> 101 60.84%</p> <p><b>(4 yr. olds)</b> 3 75%</p>	<p>54 32.53%</p> <p>1 25%</p>	<p>11 6.63%</p>	<p><b>(3 yr. olds)</b> 25 16.89%</p> <p><b>(4 yr. olds)</b> 11 52.39%</p>	<p>97 65.54%</p> <p>10 47.61%</p>	<p>26 17.57%</p>	<p><b>(3yr. olds)</b></p> <p><b>(4 yr. olds)</b></p>		
<p>Children will <b>write to convey meaning.</b> This might include: using writing/drawing utensils to draw pictures and write numbers and letters in his/her name.</p>	<p><b>LL: 7 (3.2)</b> <b>LL: 7(4.2)</b>  <b>TSG 19b</b></p>	<p><b>Head Start Performance Standards:</b> <b>1302.31(a)(b)</b> <b>1302.31 1(i, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b> <b>No Data Provided</b> <b>(4 yr. olds)</b></p>			<p><b>(3 yr. olds)</b> 57 38.51%</p> <p><b>(4 yr. olds)</b> 16 76.19%</p>	<p>91 61.49%</p> <p>5 23.81%</p>		<p><b>(3yr. olds)</b></p> <p><b>(4 yr. olds)</b></p>		

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<p><b>Cognitive</b>  <i>Children will demonstrate multiple ways to solve problems, problem solving skills, symbolic thinking, and explore their surroundings through observing.</i></p>											
<p>Children will <b>engage in Socio-dramatic</b> play. This might include: portraying events with props and/or objects, using their imagination to reenact events, engage in role play, acting out nursery rhymes, and in/out side classroom experience.</p>	<p><b>CC: 3 (3.1)</b>  <b>CC: 3 (4.1)</b>   <span style="background-color: #90EE90;">TSG 14b</span></p>	<p><b>Head Start Performance Standards</b>  <b>1302.31(a)(b)</b>  <b>1302.31 1(i, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b>  135  81.33%</p> <p><b>(4 yr. olds)</b>  3  75%</p>	<p>31  18.67%</p> <p>1  25%</p>		<p><b>(3yr. olds)</b>  14  9.46%</p> <p><b>(4 yr. olds)</b>  5  23.81%</p>	<p>77  52.03%</p> <p>13  61.91%</p>	<p>57  38.51%</p> <p>3  14.28%</p>	<p><b>(3yr. olds)</b></p> <p><b>(4 yr. olds)</b></p>		
<p>Children will demonstrate the ability to compare and measure objects using attributes of length, weight, long, short, big, and small as well as showing. Awareness of time concepts and sequence <b>classification.</b></p>	<p><b>CM: 3 (3.1)</b>  <b>CM: 3 (4.1)</b>   <span style="background-color: #90EE90;">TSG 13</span></p>	<p><b>Head Start Performance Standards</b>  <b>1302.31(a)(b)</b>  <b>1302.31 1(i, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b>  101  60.84%</p> <p><b>(4 yr. olds)</b>  1  25%</p>	<p>54  32.53%</p> <p>3  75%</p>	<p>11  6.63v%</p>	<p><b>(3 yr. olds)</b>  23  15.54%</p> <p><b>(4 yr. olds)</b>  2  9.52%</p>	<p>93  62.84%</p> <p>19  90.48%</p>	<p>32  21.62%</p>	<p><b>(3yr. olds)</b></p> <p><b>(4 yr. olds)</b></p>		

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Children will demonstrate the understanding of numbers and <b>counting</b> . This might include: count to tell the number of objects, count to tell how many, recognize numbers, and comparing numbers.	<b>CM: 1 (3.5)</b> <b>CM: 1 (4.5)</b>  <b>TSG 20a</b>	<b>Head Start Performance Standards</b> <b>1302.31(a)(b)</b> <b>1302.31 1(i, ii, iii, and iv)</b>	<b>(3yr. olds)</b> 112 67.48%	51 30.72%	3 1.8%	<b>(3 yr. olds)</b> 40 27.03%	101 68.24%	7 4.73%	<b>(3yr. olds)</b>  <b>(4 yr. olds)</b>		
<b>Approaches to Learning</b> <i>Children will demonstrate a positive approach to learning through engagement, attentiveness, persistence, and curiosity.</i>											
Children <b>will attend to, engage in, and show flexibility</b> with inventiveness in their thinking by being flexible when managing problems, trying various attempts to solve a problem until successful and maintaining interest for sustained period of time.	<b>AL:1 (3.2)</b> <b>AL:2 (4.2)</b>  <b>TSG 11e</b>	<b>Head Start Performance Standards</b> <b>1302.31(a)(b)</b> <b>1302.31 1(i, ii, iii, and iv)</b>	<b>(3yr. olds)</b> 57 34.34%	109 65.66%		<b>(3 yr. olds)</b> 20 13.52%	128 86.48%		<b>(3yr. olds)</b>  <b>(4 yr. olds)</b>		
Children will be <b>persistent</b> when engaged in task which shows persistence when approaching a task such as opening their	<b>AL:2 (3.3)</b> <b>AL:2 (4.3)</b>  <b>TSG 11b</b>	<b>Head Start Performance Standards</b> <b>1302.31(a)(b)</b> <b>1302.31 1(i, ii, iii, and iv)</b>	<b>(3yr. olds)</b> 79 47.59%	83 50%	4 2.41%	<b>(3yr. olds)</b> 24 16.23%	117 79.05%	7 4.72%	<b>(3yr. olds)</b>  <b>(4 yr. olds)</b>		
			<b>(4 yr. olds)</b> 2 20%	2 50%		<b>(4 yr. olds)</b> 13 61.90%	8 38.10%				
			<b>(4 yr. olds)</b> 1 25%	3 75%		<b>(4 yr. olds)</b> 4 19.05%	17 80.95%				
			<b>(4 yr. olds)</b> 3	1		<b>(4yr. olds)</b> 9	12				

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<p>milk container, putting together a puzzle, and when solving problems.</p>			75%	25%		42.86%	57.14%				
<p>Children will <b>attend/engage</b> in play based- learning to explore, investigate, and acquire knowledge about themselves and their environment, this might include: observes and imitates, and completing simple and complex task on their own.</p>	<p><b>AL4: (3.1)</b>  <b>AL4: (4.1)</b>  <span style="background-color: #90EE90;">TSG 11a</span></p>	<p><b>Head Start Performance Standards</b>  <b>1302.31(a)(b)</b>  <b>1302.31 1(l, ii, iii, and iv)</b></p>	<p><b>(3yr. olds)</b>  <u>No Data</u>  <u>Provided</u></p> <p><b>(4 yr. olds)</b></p>			<p><b>(3yr. olds)</b>  17  11.49%</p> <p><b>(4yr. olds)</b>  7  33.33%</p>	<p>115  77.70%</p> <p>14  66.67%</p>	<p>16  10.81%</p>	<p><b>(3yr. olds)</b></p> <p><b>(4 yr. olds)</b></p>		

Green highlighted areas - Teaching Strategies Gold Learning Objectives.

Yellow highlighted areas- Third Checkpoint, "Meeting School Readiness Goals" over the 10% percentile.