

School Readiness Report Child Outcomes Data



2020/2021

Classroom Instruction/Virtual Learning at Home



and/or

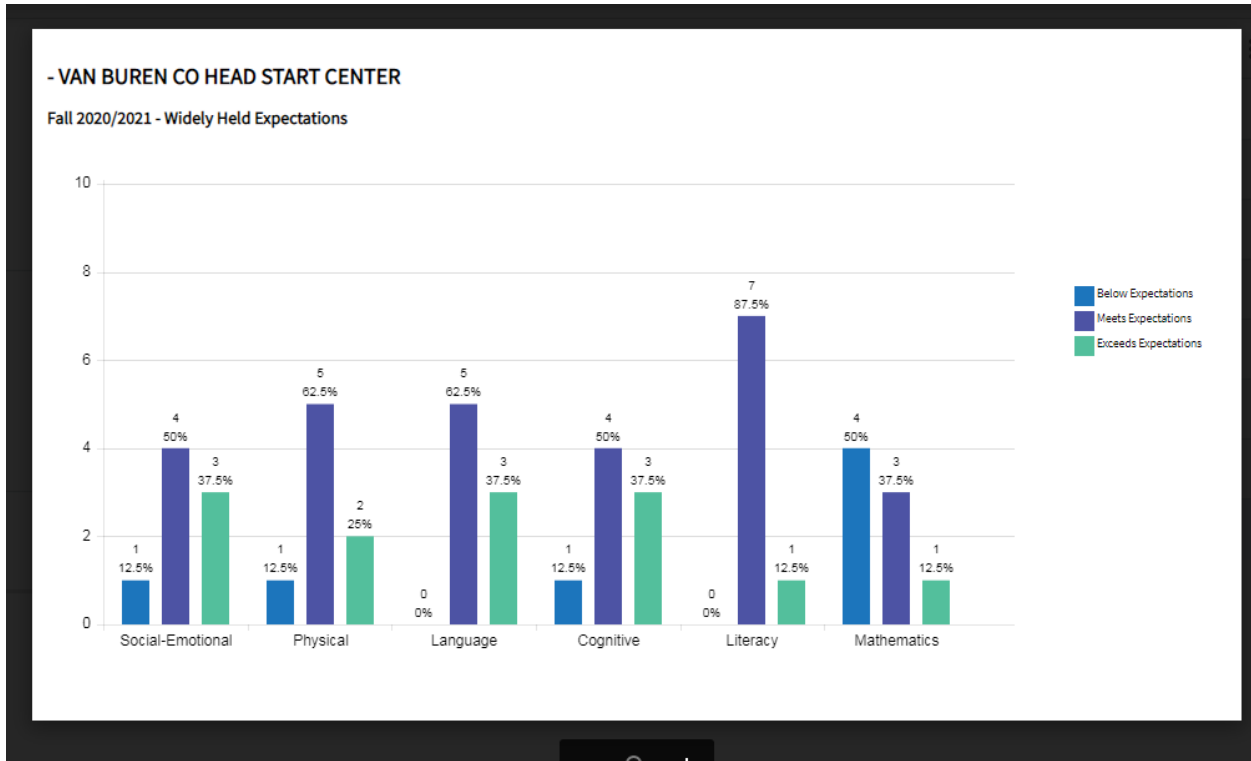


2020/21 School Readiness

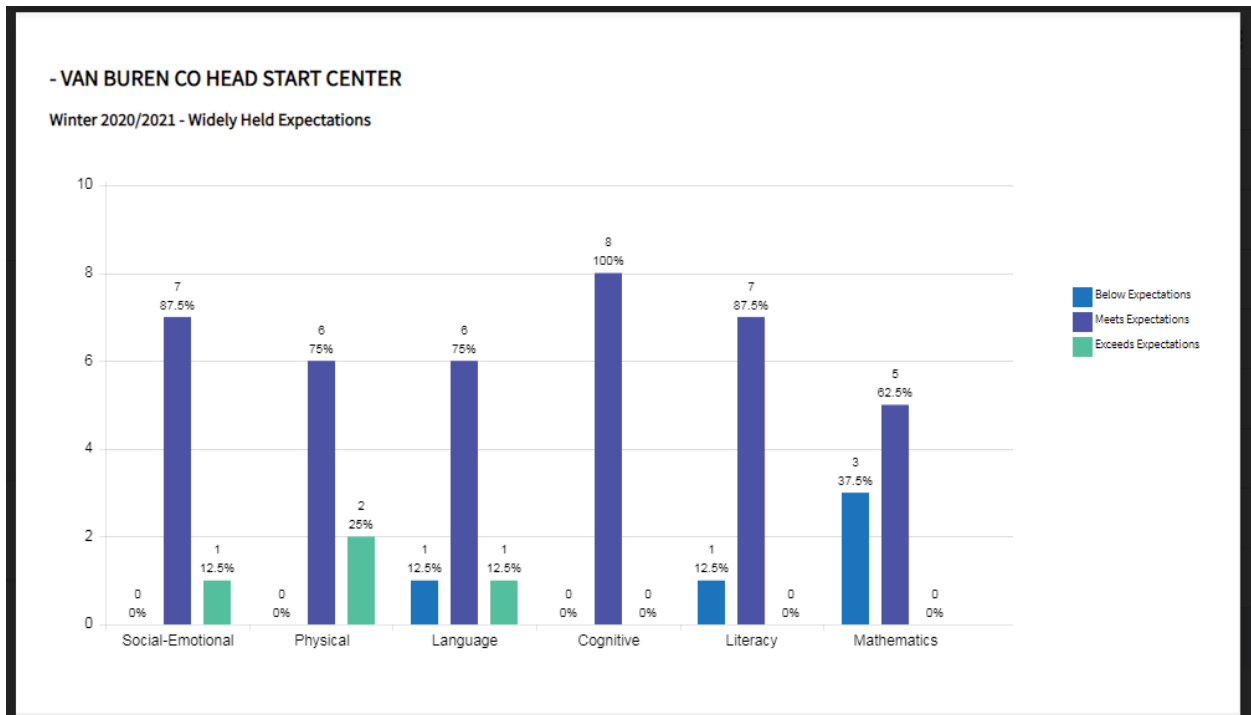
Our program has established goals for improving school readiness across each domain area. We analyzed our data and aligned our school readiness goals to reflect changes resulting in a more focused approach using the ELOF framework. Our goals in the domain areas are: Approaches to Learning – Goal 1. The program will incorporate emotional, behavioral, and cognitive, self-regulation, initiative, curiosity, and creativity, to guide teaching practices that support the development of these skills. Expected Outcomes: Children will obtain skills and behaviors to engage in learning. Social and Emotional Development – Goal 2. The program will build on a child's ability to create and sustain meaningful relationships with adults and other children, express, recognize, and manage their own emotions as well as respond appropriately to others emotions. Expected Outcomes: Children will obtain a critical foundation for lifelong development and learning. Language and Literacy – Goal 3. The program will develop a child's abilities in listening and understanding (receptive language) and using language (expressive language), including dual language learners. Expected Outcomes: Children will communicate with peers and adults. Cognition – Goal 4. The program will help a child develop reasoning, memory, problem-solving and thinking skills including mathematical thinking and scientific reasoning. Expected Outcomes: Children will develop thinking skills that help them understand and organize their world. Perceptual Motor and Physical Development – Goal 5. The program will help a child develop skills to promote health, safety, and nutrition through behaviors and routines. Expected Outcomes: Children will develop a greater awareness of their ability to keep themselves healthy and safe.

The following charts reflect analyzed data of children currently enrolled in our program who are entering Kindergarten in the school year 2021-22 according to the Local Education Agency (LEA) age criteria selection. The three areas that reflect the lowest percentages in the end of the year outcomes are Math, and Social Emotional, Physical and Language are tied for the next lowest. We experienced a fluctuation in the students in the beginning, mid and end of year outcomes. All three outcomes reflect eight children kindergarten eligible, however different children are reflected on each report. The implementation of the STEAM tool kit (provided by the Office of Head Start) with direct concentration on Math has proven to be successful with only 12.5% now reflecting below expectations; an increase from the beginning 50% and mid-year 37.5% below. Also the implementation of intentional teaching strategies for rhyming and alliteration through Teaching Strategies Intentional Teaching and Mighty Minute cards provided increased outcomes in the Literacy area. Implementation of the "5 Ways to Support Social Emotional Development in Early Childhood" using "power words" yielded increased outcomes in language. Children are now functioning at age level or above on all other areas of development.

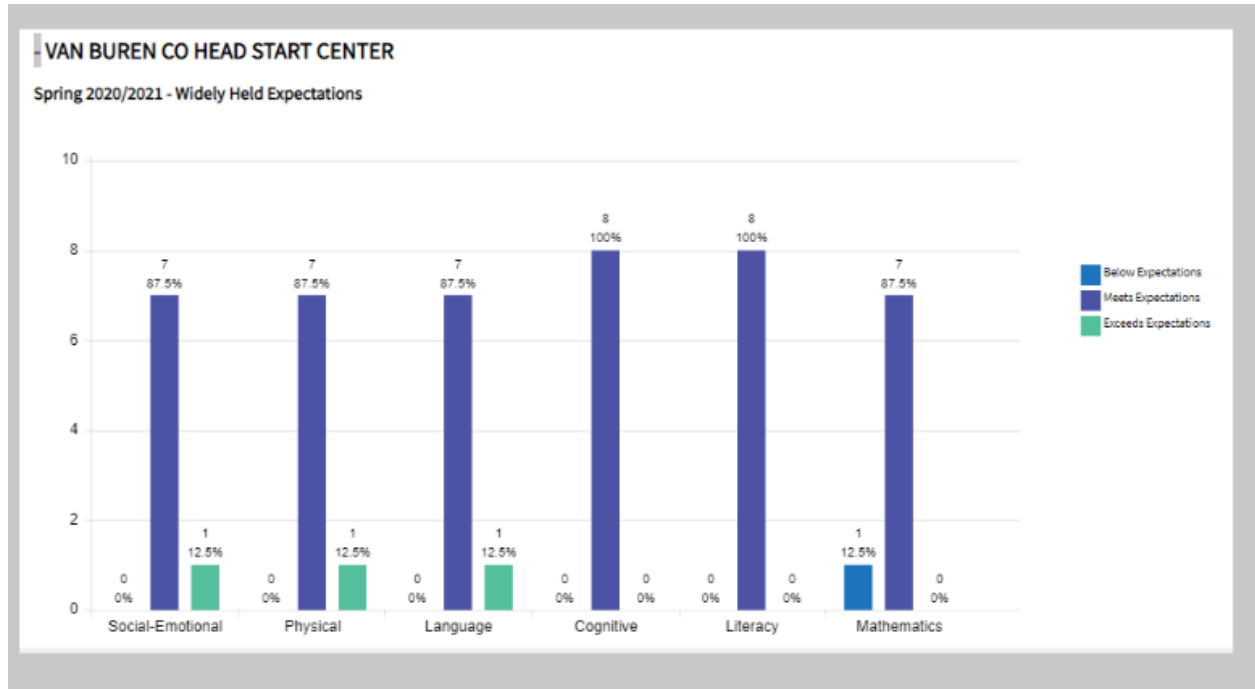
Kindergarten Beginning Outcomes



Kindergarten Mid-year Outcomes

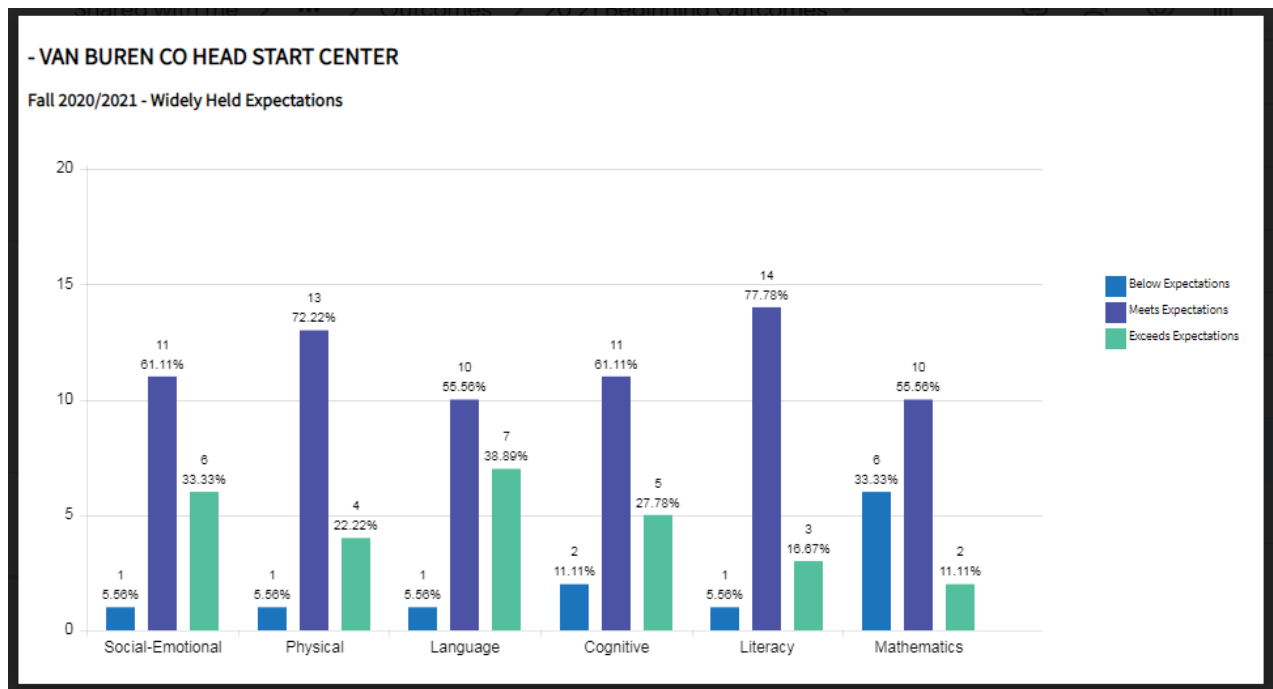


Kindergarten End of Year Outcomes

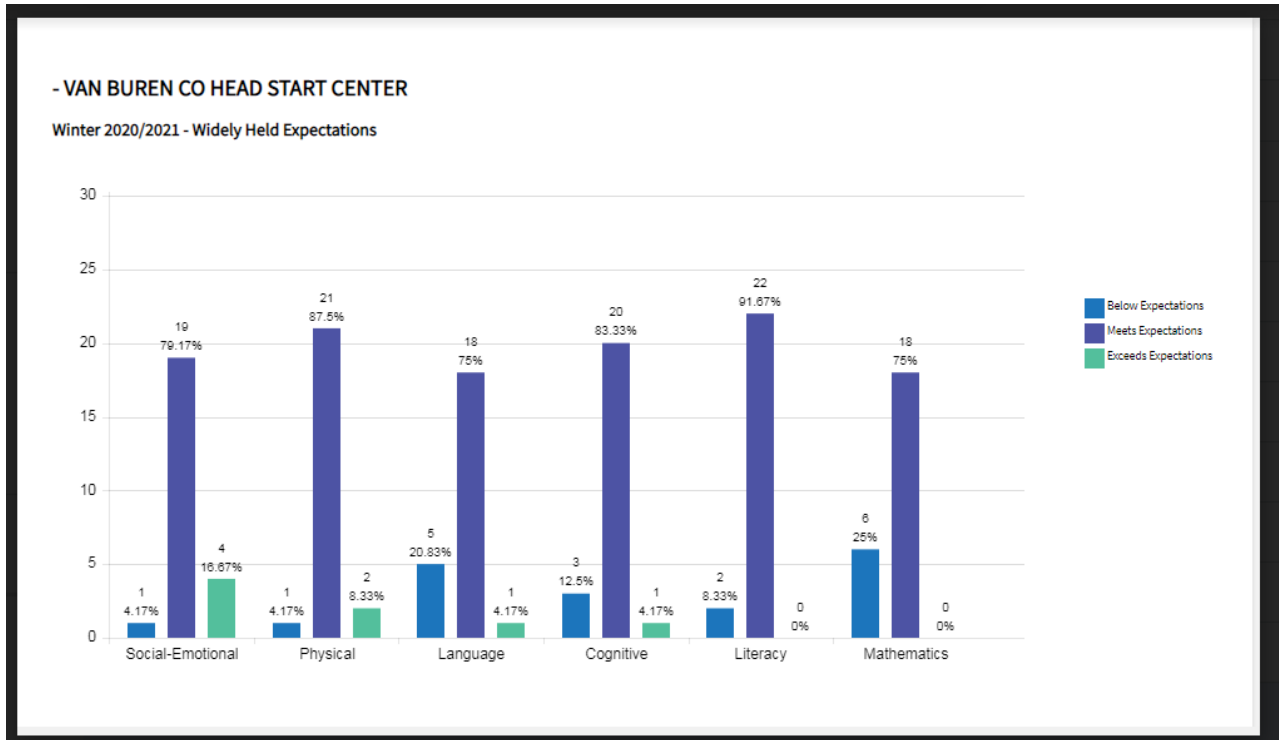


The following charts reflect analyzed data of all children currently enrolled in the program for the 2020-21 school year. The three areas that reflect the lowest percentages in the End of the Year outcomes are Math, Cognitive and Literacy.

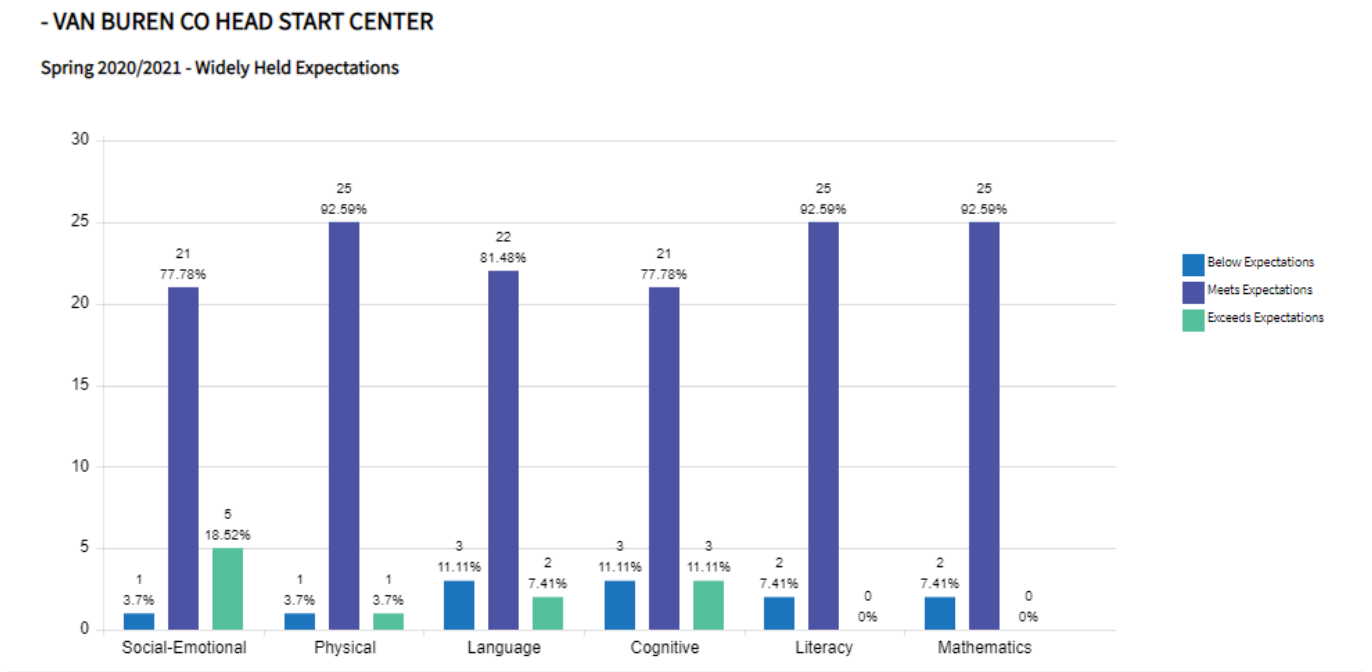
All Children Beginning Outcomes



All Children Mid-year outcomes



All Children End of Year Outcomes



The 2020/21 school year has presented many challenges due to COVID. We began the year with only 18 students, at mid-year we had 24 and now at the end of January we have a total of 27. We had 15% of our students virtual at the beginning and mid-year, however for the month of January that percentage increased to 52% due to possible family exposures to COVID. We offered families the opportunity for Zoom virtual daily, however as occurred during the 2 ½ week virtual shut down program wide in November, our families were not receptive to daily Zoom, their preference were educational packets with daily activities and only two Zoom face-to-face meetings with teachers weekly. Unfortunately we are experiencing as we did in November, missed Zoom appointments even with only 2 virtuals scheduled. This is providing us with an opportunity to focus on our Parent, Family, and Community Engagement Framework outcome, “Parents as Lifelong Educators”. We will be adding a training session during our parent orientation next year on Zoom virtual, where parents will receive training on what to expect from them and their child during virtual appointments. This will be an interactive training where parents can voice any concerns or reservations they have in assisting teachers with their child’s individualized educational virtual learning experiences. We hope this will increase parent’s awareness of their importance in their child’s education and assist them with keeping their appointments and involvement during these sessions. We also have added additional professional development training for all teaching staff on all areas of development and strategies to enhance these areas to assist not only our new staff but also to reiterate for our returning staff as well.