

**School Readiness
Report Child
Outcomes Data**



2021/2022



2021/22 School Readiness

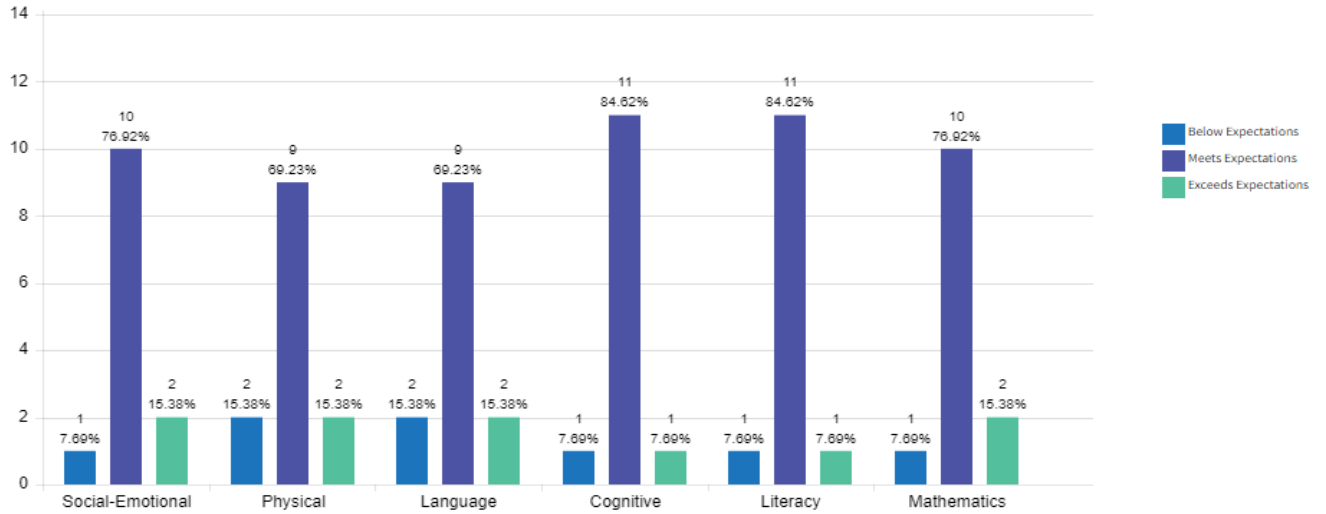
Our program has established goals for improving school readiness across each domain area. We analyzed our data and aligned our school readiness goals to reflect changes resulting in a more focused approach using the ELOF framework. Our goals in the domain areas are: Approaches to Learning – Goal 1. The 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 2022-23 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 Literacy, and Cognitive and Math are tied for the second and third lowest. Our data reflects some attendance concerns due to COVID quarantines for family exposures. We have also had some children drop due to the increase of COVID in our area and then re-enter after COVID numbers decreased later in the school year resulting in less classroom teaching instruction for those children. We are experiencing an increase in challenging behavior of children resulting in less academic instructional time and more social emotional experiences to regulate children’s behavior to prepare and calm them for opportunities of intentional academic instruction. Direct concentration on reducing and/or eliminating behaviors requires much of our teacher’s already full capacity scheduled days.

Kindergarten Beginning Outcomes

- VAN BUREN CO HEAD START CENTER

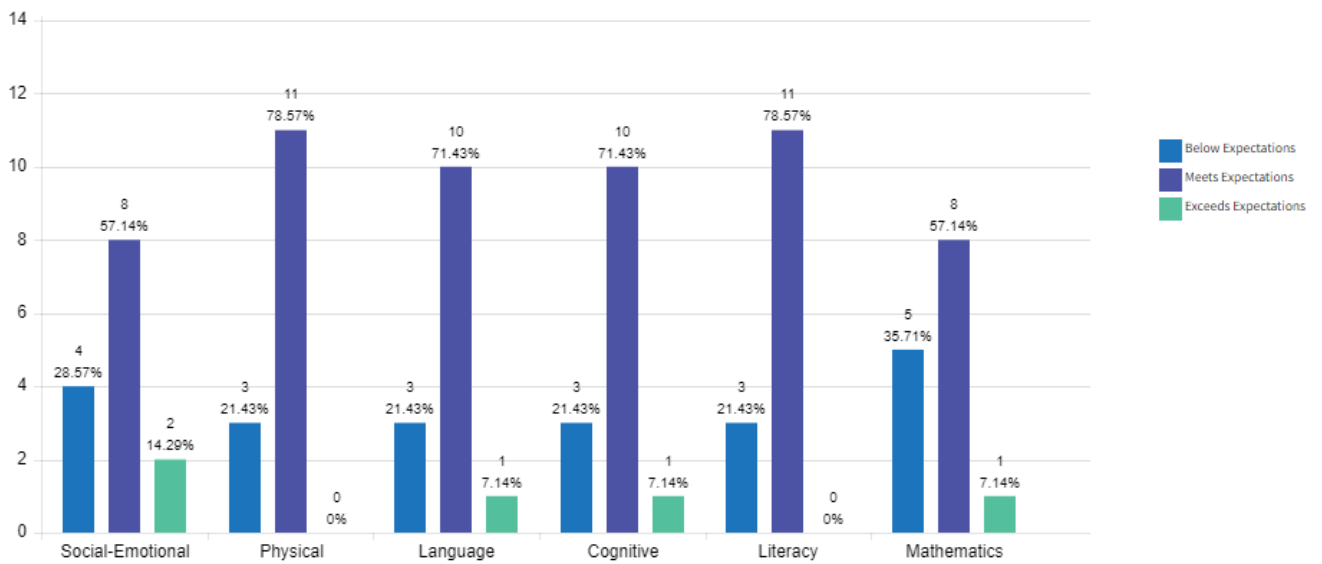
Fall 2021/2022 - Widely Held Expectations



Kindergarten Mid-year Outcomes

- VAN BUREN CO HEAD START CENTER

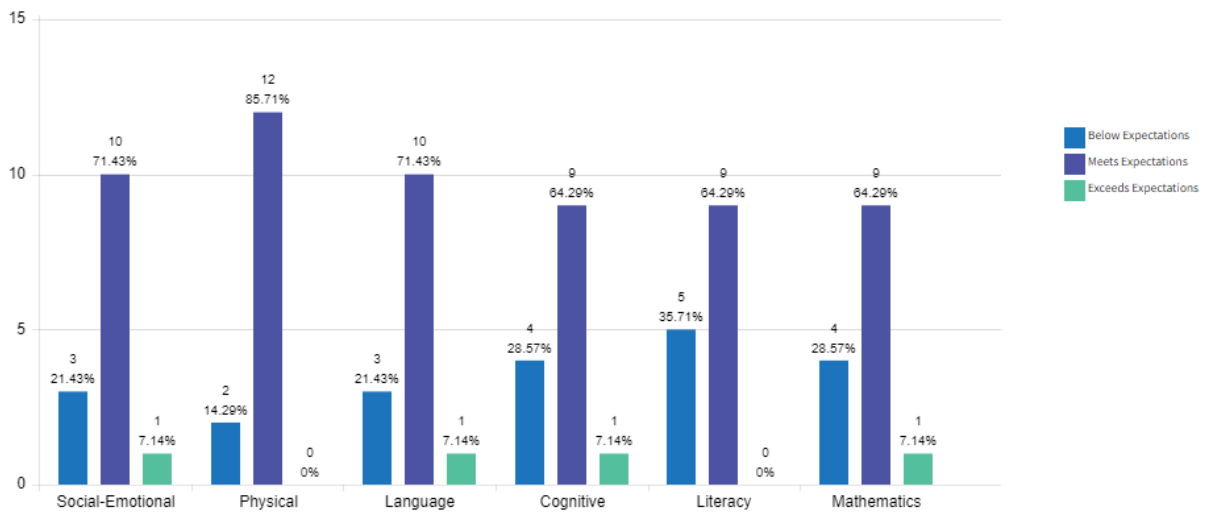
Winter 2021/2022 - Widely Held Expectations



Kindergarten End of Year Outcomes

- VAN BUREN CO HEAD START CENTER

Spring 2021/2022 - Widely Held Expectations

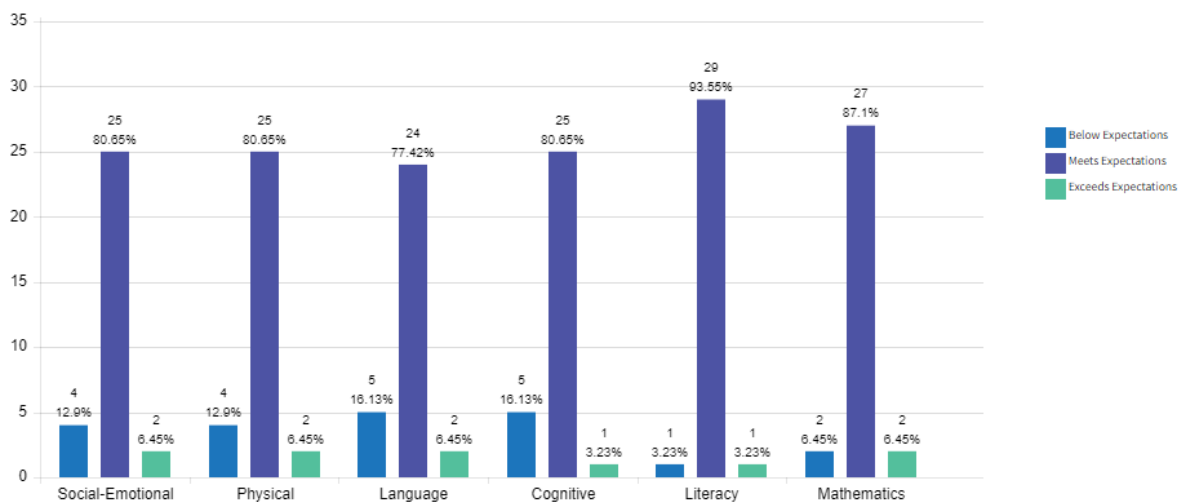


The following charts reflect analyzed data of all children currently enrolled in the program for the 2021-22 school year. The three areas that reflect the lowest percentages in the End of the Year outcomes are Literacy, Social Emotional and Cognitive.

All Children Beginning Outcomes

- VAN BUREN CO HEAD START CENTER

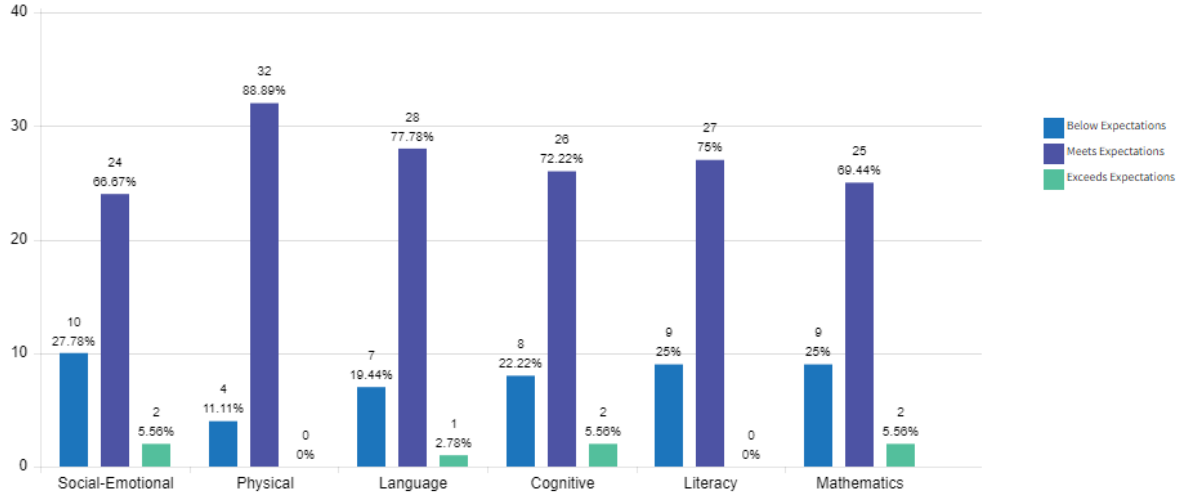
Fall 2021/2022 - Widely Held Expectations



All Children Mid-year outcomes

- VAN BUREN CO HEAD START CENTER

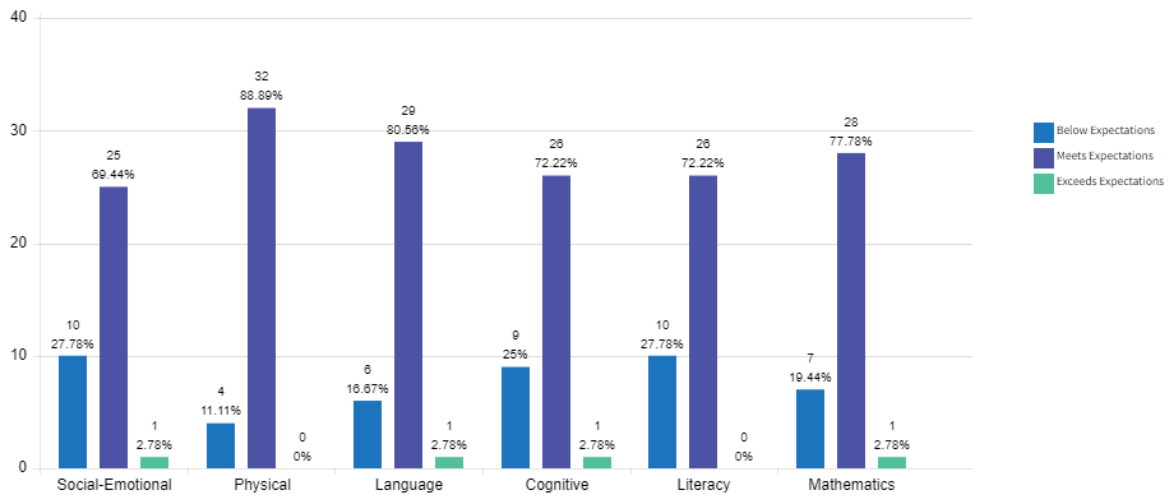
Winter 2021/2022 - Widely Held Expectations



All Children End of Year Outcomes

- VAN BUREN CO HEAD START CENTER

Spring 2021/2022 - Widely Held Expectations



We are still experiencing challenges due to COVID in the 2021/22 school year. We began the year with only 31 students and finally had a full house of 37 in December and then one student moved in January which brought us to our current enrollment of 36. Unfortunately as stated above we are experiencing lower ADA due to family exposures to COVID requiring children to quarantine. Attendance along with challenging behaviors have been two factors in our outcomes. We realize COVID and loss of jobs and the financial impact has added stress to our families which directly affects our children. To assist in the challenging behavior area, we have begun a three year implementation process of Conscious Discipline, a social- emotional tool which is based on current brain research, child development information and developmentally appropriate practice and is specifically designed to make changes in the lives of adults first then children. The first year focuses on Administration Modeling with Staff, the second year focuses on Teachers Modeling to Students in the classroom and the third year focuses on School Community Fully Engaged with Conscious Discipline. Along with increased monthly strategies and observations with our Mental Health Consultant, we anticipate increased outcomes in our social emotional area. Another challenge we have experienced is staff retention. We have a new teacher and teacher aide in one classroom and have had three different teacher aides in the other classroom this school year. Our new staff are currently enrolled in Early Childhood college classes to increase their level of understanding of child development and also they are involved with practice based coaching onsite with a mentor coach. In addition, CLASS training will be utilized in the Instructional Learning Formats area to deepen teacher's understanding and build consistency in regards to effective facilitation expanding children's involvement, interest and focus towards learning objectives. This coupled with daily hands-on classroom experiences should prove beneficial in increased outcomes for children as teachers learn how to plan and implement more individualized, intentional teaching experiences.