

School Readiness Report Child Outcomes Data



2024/2025



24/25 School Readiness Child Outcome Results

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.

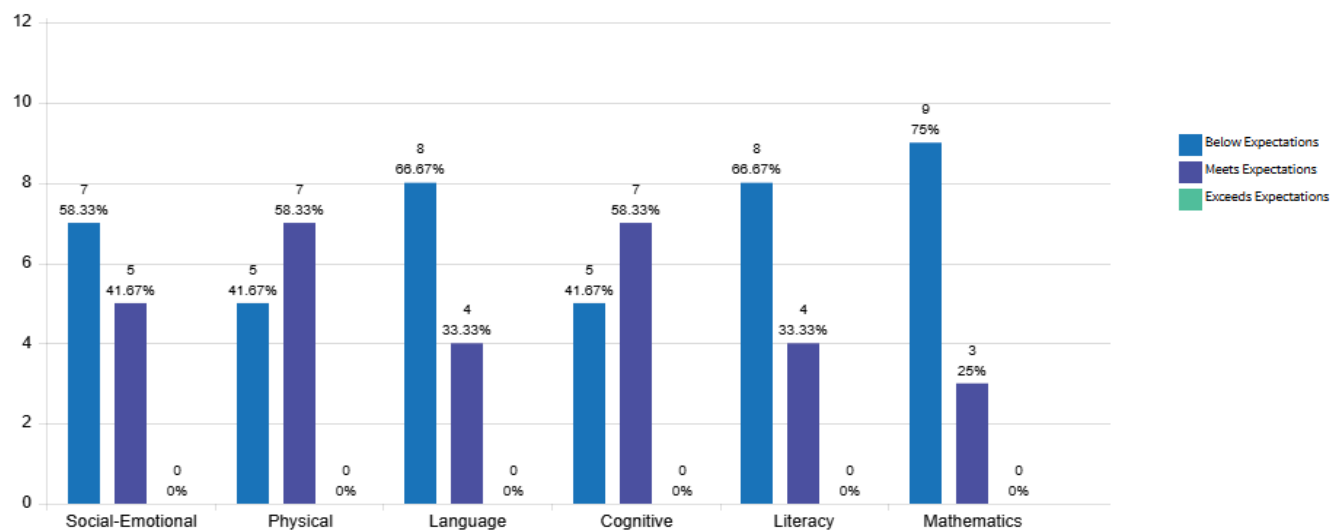
The following charts reflect analyzed data of children currently enrolled in our program who are entering Kindergarten in the school year 2025-26 according to the Local Education Agency (LEA) age criteria selection. The three areas that reflect the lowest percentages in the end of the Year outcomes are Literacy, Mathematics and Social Emotional. When we analyzed in the Fall of 2024, we implemented some additional strategies in our classrooms in these areas to support learning and provide an increase in our children's knowledge. In the Literacy area we implemented a "Letters and Sounds" game for additional enhancement. Teachers also were more intentional in working with children practicing retelling stories using props. In the Mathematics area we implemented additional hands-on counting activities along with games on

our Smart Board focusing on number recognition and counting. In the Social Emotional area teachers made “Emotions Videos” using the children in our classrooms as they modeled emotions and discussed why they were feeling these emotions and what to do to help change their emotions. Teachers also modeled emotions when they were teaching “Conscious Discipline” in the classrooms. These additional strategies produced increased outcomes as reflected in our end of the year outcomes report.

Kindergarten Beginning Outcomes

- VAN BUREN CO HEAD START CENTER

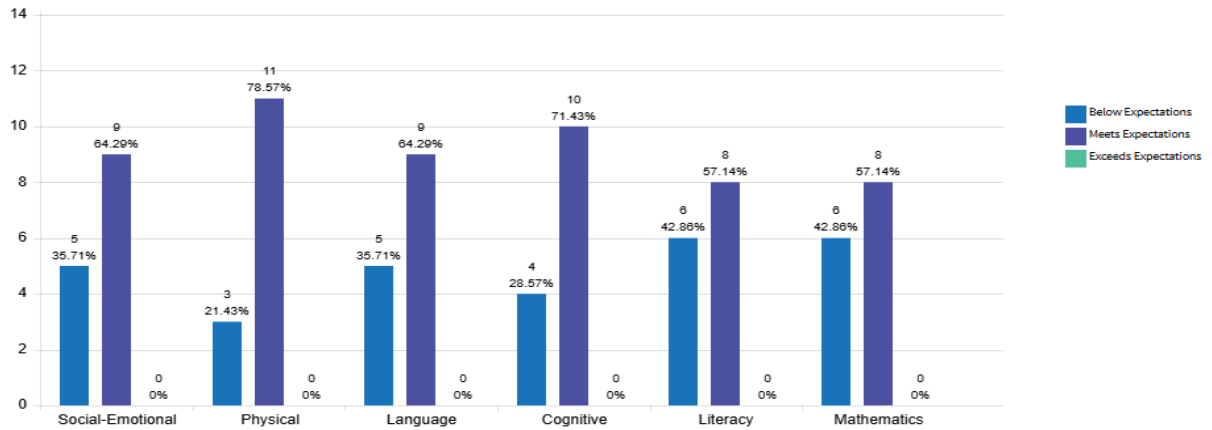
Fall 2024/2025 - Widely Held Expectations



Kindergarten Mid-year Outcomes

- VAN BUREN CO HEAD START CENTER

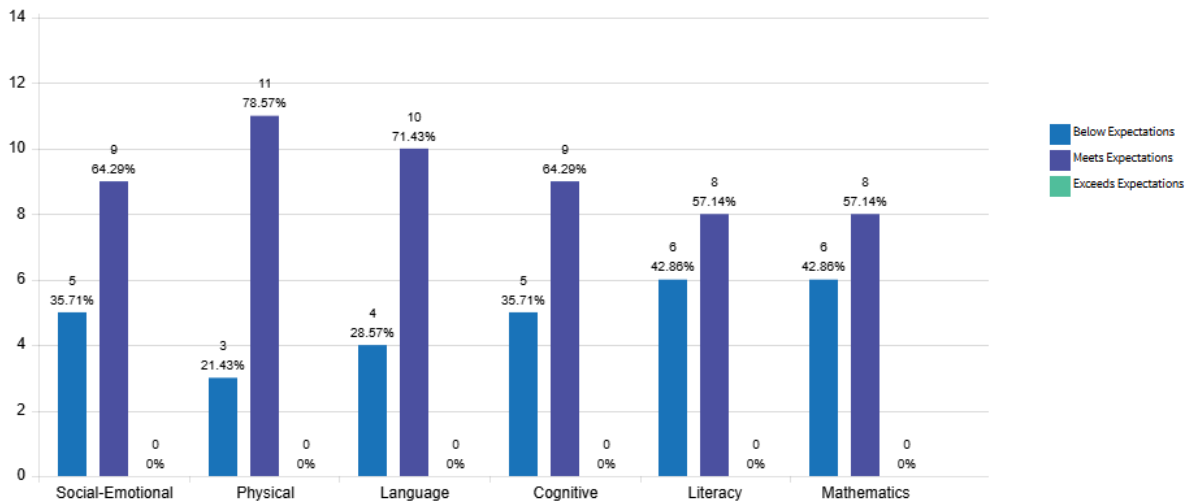
Winter 2024/2025 - Widely Held Expectations



Kindergarten End of Year Outcomes

- VAN BUREN CO HEAD START CENTER

Spring 2024/2025 - Widely Held Expectations



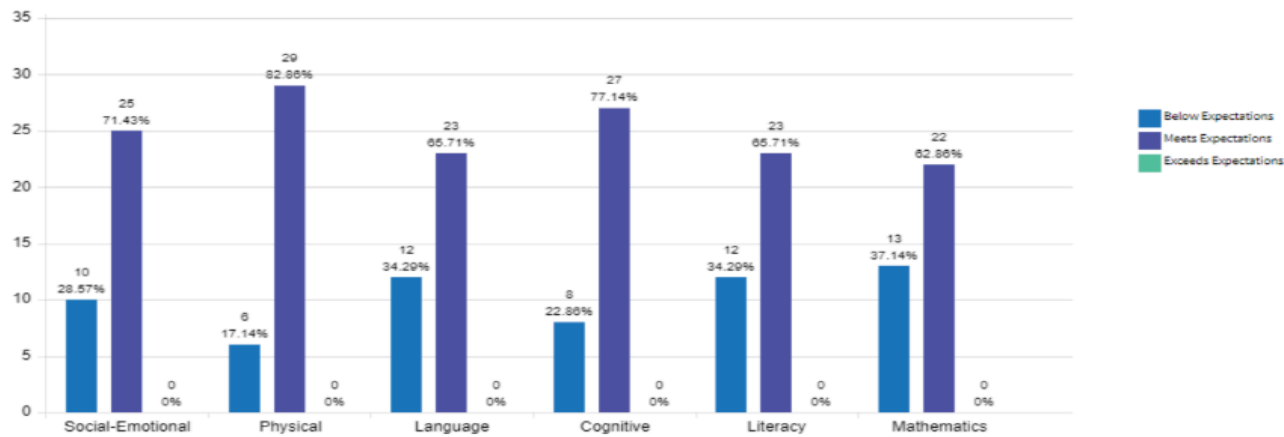
The following charts reflect analyzed data of all children currently enrolled in the program for the 2024-25 school year. The three areas that reflect the lowest percentages in the End of the Year outcomes are Social Emotional, Literacy and Math. These are the same areas as children who are transitioning to kindergarten.

All Children Beginning Outcomes

24.25 Site Beginning Outcomes

- VAN BUREN CO HEAD START CENTER

Fall 2024/2025 - Widely Held Expectations

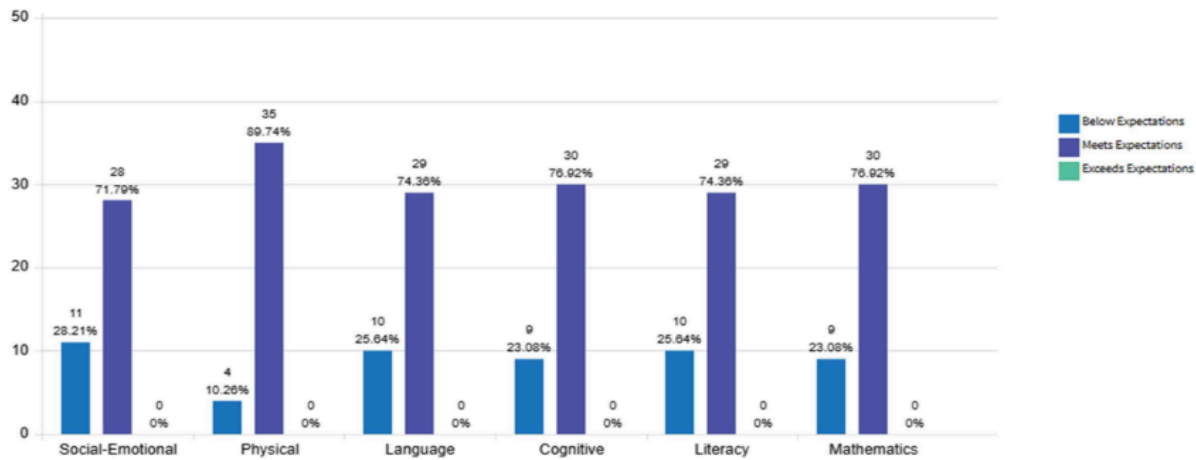


All Children Mid-year outcomes

24.25 Mid-year Site Outcomes

- VAN BUREN CO HEAD START CENTER

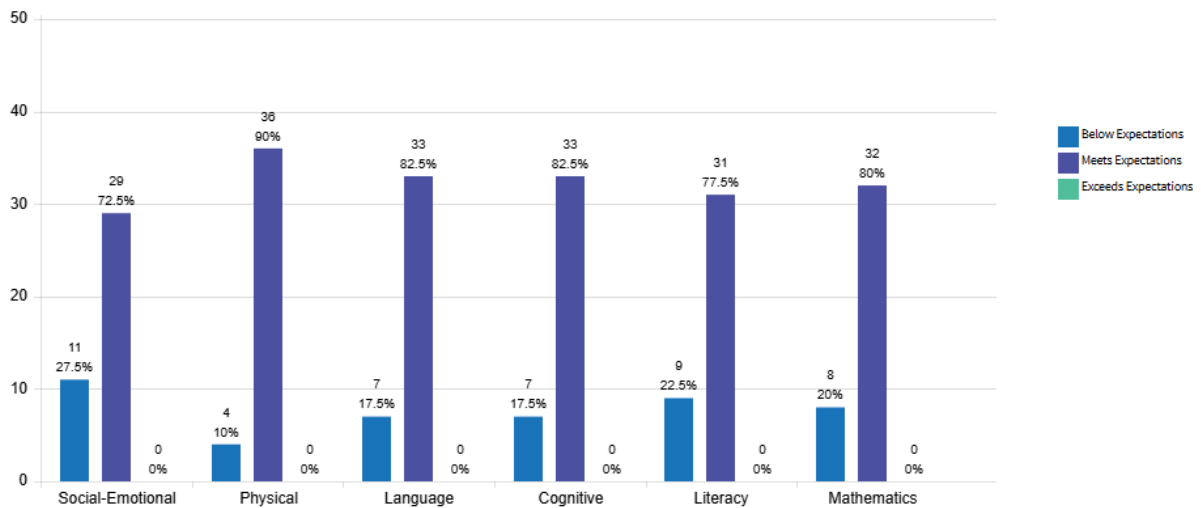
Winter 2024/2025 - Widely Held Expectations



All Children End of Year Outcomes

- VAN BUREN CO HEAD START CENTER

Spring 2024/2025 - Widely Held Expectations



In the Beginning outcomes we only had 35 children, however by the end of the year we had 40 children. These additional new students did impact our ending outcomes since they were unable to spend as much time with teachers due to enrolling late into our program. Despite this fact, we did experience an increase in our outcomes in these three areas which we attribute to the implemented strategies we incorporated after reviewing our beginning outcomes. Due to weather, school was only in session for an additional four days in the month of January which greatly impacted opportunities to increase areas in our outcomes. We have budgeted to purchase “The Discovery Source” social emotional materials to provide positive interactions between teachers, children and parents. These interactions will enhance positive redirection and problem solving. As an additional strategy to enhance our social emotional area we have created an additional position for a Mental Health Services Specialist for next school year. This person will work one-on-one with children experiencing difficulty in the social emotional area. This intensive direct interaction should provide children with the support they need and produce increased positive social skills. We are working with the local Childcare Resource and Referral Agency to establish a mobile library with parental online access to increase at home

literacy opportunities. The classroom will also have access to the mobile library to enhance literacy options for children to check out books they are interested in reading at home or in the classroom. To increase math outcomes, teachers will implement math counting and number recognition games.