

School Readiness Report

Child Outcomes Data

2025/2026

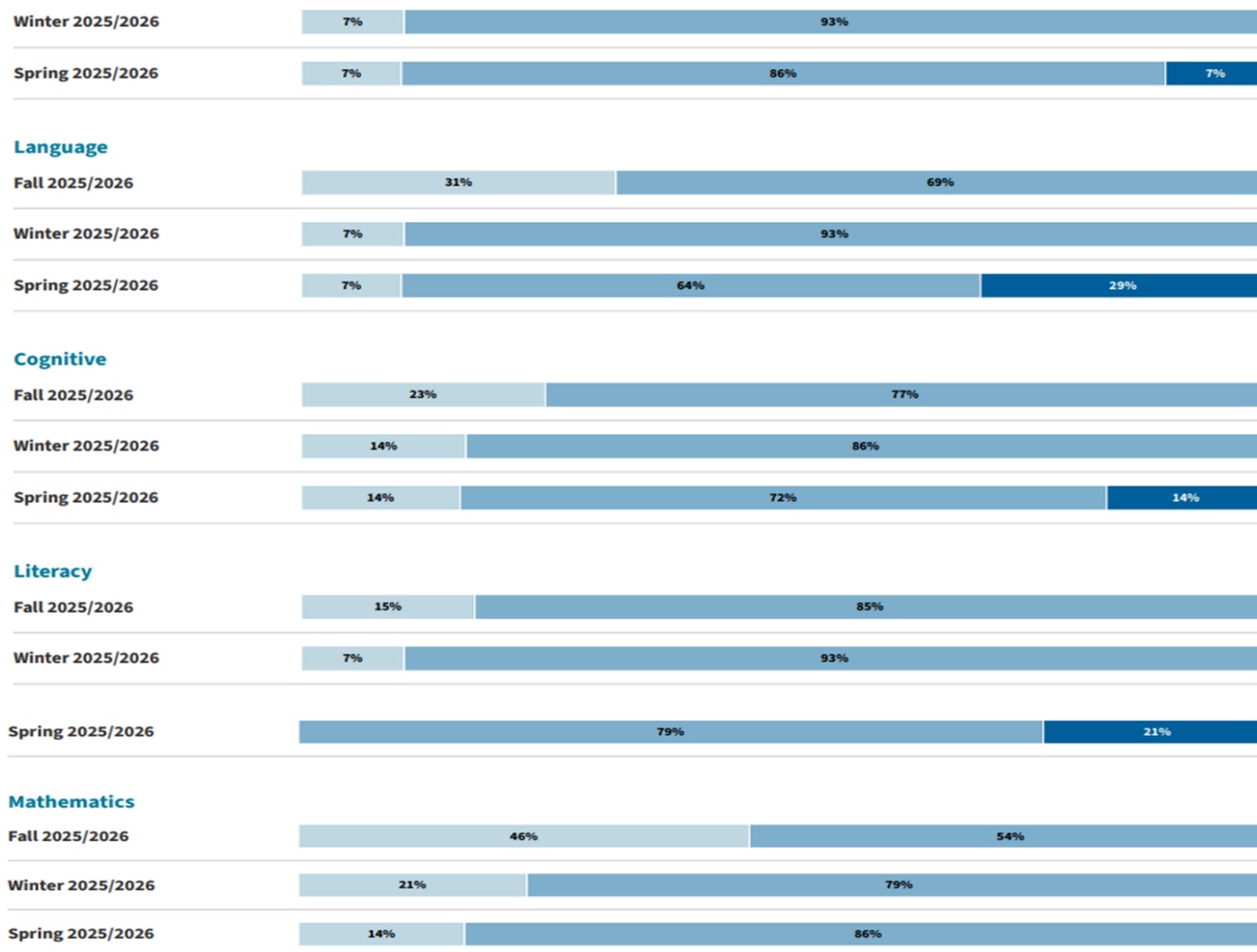


25/26 School Readiness Child Outcome Results

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 2026-27 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 Social Emotional, Cognitive and Math.

- **Kindergarten Outcomes**



Kindergarten Readiness: Impact of Targeted Learning Strategies

Strategic classroom interventions successfully reversed downward trends, driving measurable growth in our three lowest-performing areas for children entering Kindergarten in the 2026-2027 school year. After identifying critical gaps during the Fall 2025 assessment in Social-Emotional, Mathematics, and Cognitive development, targeted resources and a specialized role were deployed to maximize student outcomes by the end of the year.

Social-Emotional Interventions

- Targeted Puppet Role-Play: Teachers and aides used puppets to practice sharing, taking turns, and making friends.
- Positive Behavior Materials: Classrooms integrated structured games and positive behavior prompts from “The Discovery Source”.
- Specialized Mental Health Support: A newly created Mental Health Specialist position provided individualized, one-on-one attention.

Social-Emotional Outcomes

- Emotional Self-Regulation: Students learned to manage emotions, follow classroom limits, and build positive adult relationships.

Mathematics & Cognitive Boosters

- Interactive Math Walk: Classes walked through the school environment to actively search for numbers, shapes, and patterns.
- Hands-On Manipulatives: Classrooms were equipped with specialized Mix and Match games to build problem-solving skills.
- Tactile Learning Tools: Students used targeted number and counting puzzles to strengthen foundational numeracy.

The following chart reflects analyzed data of all children currently enrolled in the program for the 2025-26 school year. The three areas that reflect the lowest percentages in the End of the Year outcomes are Social Emotional, Cognitive and Language.

All Children Outcomes

SmartTeach[®] by TeachingStrategies[®]

Checkpoint by Area Report

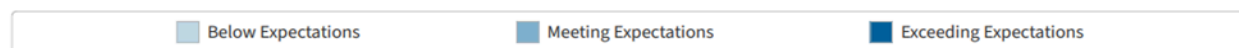
Programs: VAN BUREN CO HEAD START CENTER

Report Created: 07/22/2026

Sites: Default Site

Created By: Rita Mayfield

Checkpoint Period: Fall 2025/2026, Winter 2025/2026, Spring 2025/2026



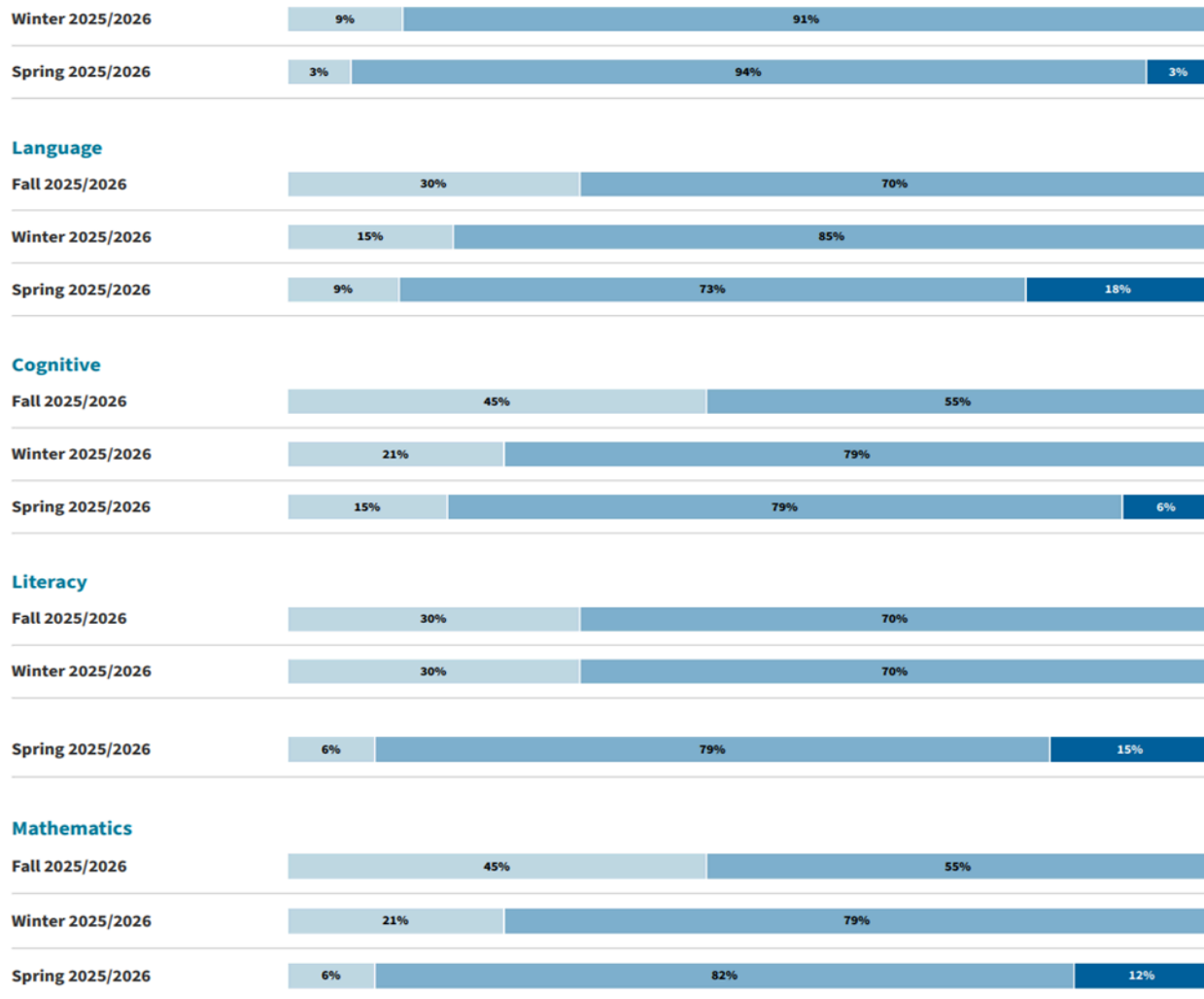
Summary

Social-Emotional



Physical





Program-Wide Analysis: Addressing Core Development Gaps

Targeted interventions were deployed program-wide to address the lowest-performing developmental areas identified in the 2025–2026 outcomes. Data analyzed for all currently enrolled children revealed that **Social-Emotional, Cognitive, and Language development** represented the greatest opportunities for program growth moving into the next school year.

Identified Focus Areas

- **Social-Emotional:** Strengthening foundational skills in emotional regulation, peer relationships, and classroom boundary navigation.
- **Cognitive:** Boosting problem-solving abilities, focus, memory, and symbolic thinking through structured play.
- **Language:** Enhancing vocabulary acquisition, expressive communication, receptive listening, and early literacy skills.

Next Steps for Program Improvement

- **Curriculum Alignment:** Reviewing instructional plans to embed language and cognitive exercises into daily routines.
- **Resource Allocation:** Distributing specialized tactile materials and interactive learning media across all classrooms.
- **Staff Alignment:** Preparing educators to apply targeted group prompting and localized support in these three domains.

Year-End Progress & Continuous Improvement Update

Positive outcomes and increased growth percentages were achieved in every developmental area from the beginning to the end of the year. To sustain and build upon these gains, we are actively implementing new classroom resources, mindfulness strategies, and specialized teacher training.

New Student Support Initiatives

- **Mindful Breathing Boards:** Children will use these physical boards to trace mountain peaks with their fingers, guiding them through structured deep-breathing exercises.
- **Transition Yoga:** Yoga exercises are being integrated to naturally teach self-regulation and mindfulness techniques.

Staff Professional Development

- **Interrater Reliability Training:** Teaching staff will complete Teaching Strategies interrater reliability pre-test training during the July in-service.