

**Head Start to Success**  
A program of Clackamas Education Service District

# SCHOOL READINESS REPORT

2019-20

Note: Due to COVID 19 closures, spring data was not taken this year.

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# HEAD START APPROACH TO SCHOOL READINESS

The head start approach to school readiness means that **children are ready for school, families are ready to support their children's learning, and schools are ready for children.**

- Physical, cognitive, social, and emotional development are all essential ingredients of school readiness.
- Head start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life.
- Programs must establish school readiness goals that are appropriate for the ages and development of enrolled children in the following domains:
  - Approaches to learning
  - Social and emotional development
  - Language and literacy
  - Cognition
  - Perceptual, motor, and physical development
- Implementing and measuring progress toward school readiness goals helps programs individualize for each child and ensure that children know and can do what is needed to be ready for kindergarten.
- Head start respects parents as their children's primary nurturers, teachers, and advocates, and programs are required to consult with parents in establishing school readiness goals.
- As children transition to kindergarten, head start programs and schools should work together to promote school readiness and engage families.

<https://eclkc.ohs.acf.hhs.gov/school-readiness/faq/head-start-approach-school-readiness-overview>

# HEAD START EARLY LEARNING OUTCOMES FRAMEWORK

The head start early learning outcomes framework: ages birth to five (ELOF) presents five broad areas of early learning, referred to as central domains. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers. It is grounded in comprehensive research around what young children should know and be able to do during their early years. Oregon has adopted the ELOF as their Early Learning Standards.

|                           | CENTRAL DOMAINS        |                                  |                            |                         |   |
|---------------------------|------------------------|----------------------------------|----------------------------|-------------------------|---|
|                           | APPROACHES TO LEARNING | SOCIAL AND EMOTIONAL DEVELOPMENT | LANGUAGE AND LITERACY      | COGNITION               | PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT |
| ▲ INFANT/ TODDLER DOMAINS | Approaches to Learning | Social and Emotional Development | Language and Communication | Cognition               | Perceptual, Motor, and Physical Development |
| ● PRESCHOOLER DOMAINS     | Approaches to Learning | Social and Emotional Development | Language and Communication | Mathematics Development | Perceptual, Motor, and Physical Development |
|                           |                        |                                  | Literacy                   | Scientific Reasoning    |   |

# SCHOOL READINESS GOALS

Head start program performance standards require all agencies to establish school readiness goals. They are defined as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals."

Each agency must use the five domains, represented by the central domains of the framework, as the basis for school readiness goals. Agencies need to articulate how:

- Their goals appropriately reflect the ages of children participating in the program
- The curriculum and child assessment(s) address or align with the program's established goals
- Parents were involved in the development of the goals

Head start programs are expected to:

- Align program school readiness goals with the Early Learning Outcomes Framework and with state and tribal early learning standards, as appropriate
- Create and implement a plan of action for achieving the goals
- Assess child progress on an ongoing basis and aggregate and analyze data three times per year
- Examine data for patterns of progress for groups of children in order to individualize services as well as to develop and implement a plan for program improvement

# MEASURING SCHOOL READINESS

Head Start to Success uses the Teaching Strategies GOLD® assessment system which measures the knowledge, skills, and behaviors that are most predictive of school success. The tool has 38 objectives, including 2 objectives related to English language acquisition. It is aligned with the Creative Curriculum System, which is the curriculum used in every classroom.

Teacher observations of each child are conducted 3 times per year. The first checkpoint is completed in October and is a baseline score for the child. The second checkpoint is done in February to measure progress and identify any areas of need. The third and final checkpoint is completed in May to assess progress throughout the school year.

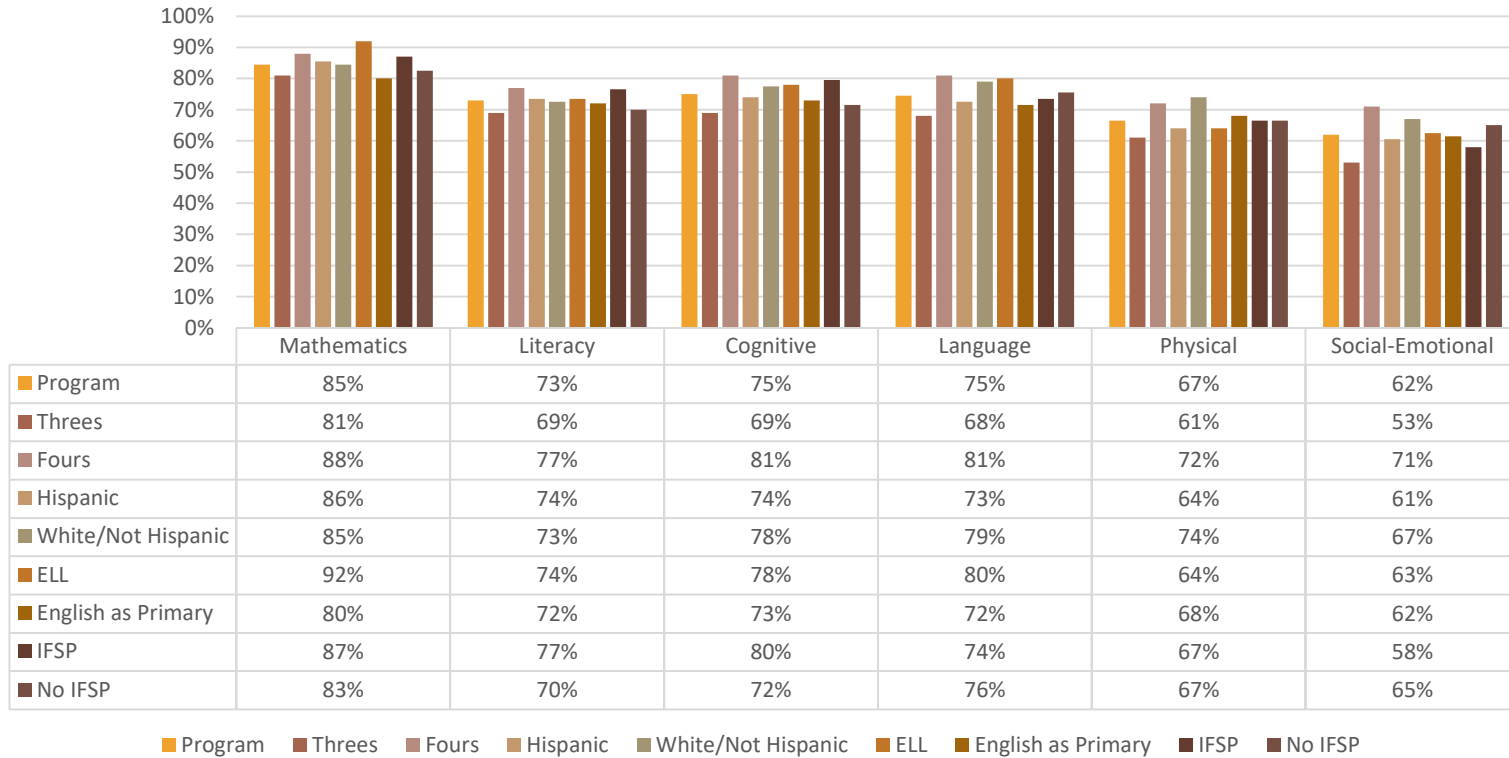
Teachers use this data to individualize for each child.

Head Start to Success gathers and analyzes this data on a program-wide scale to determine how the program is doing as a whole in supporting school readiness for all children.



# GROWTH RANGE

Percentage of Children Meeting or Above Expected Yearly Growth Range



This chart shows the growth that children made between October and January of this school year. Because we were unable to complete the spring checkpoint, scores reflect only half a year’s growth, and the expectations are for a full year. Considering these circumstances, the growth scores are impressive in many areas. In all areas, and in all demographics more than 50% of our children were already meeting expectations in January. Growth in mathematics was especially high. Percentages ranged from 81% (three-year-olds) to 92% (ELL) meeting expectations. This is especially positive new because last year mathematics was our area of lowest achievement.



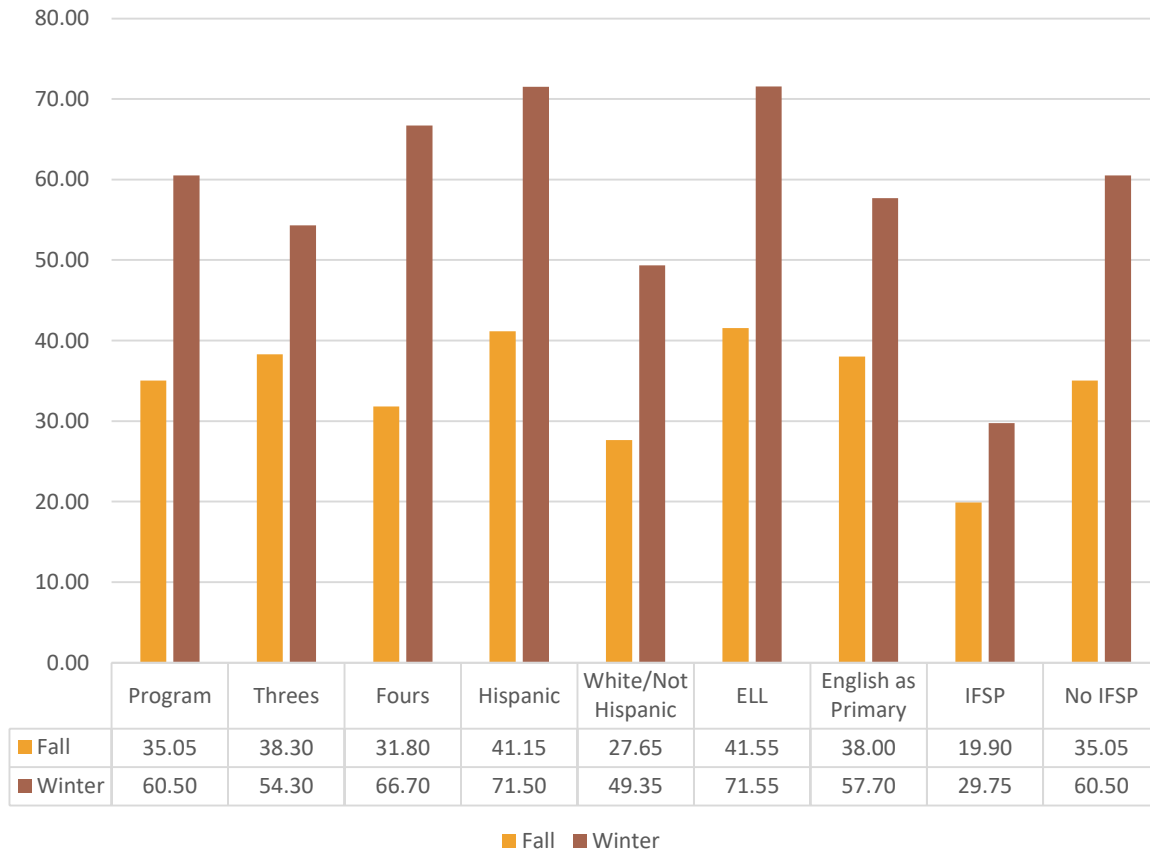
# HEAD START TO SUCCESS GOALS: SOCIAL & EMOTIONAL DEVELOPMENT

| Head Start Child Development and Early Learning Framework  | Head Start to Success School Readiness Goals  | GOLD™ | Strategies  |
|--|---|-------|---|
| <i>Social &amp; Emotional Development</i>  |   |       |   |
| <p><b>Social &amp; Emotional Development</b></p> <ul style="list-style-type: none"> <li>• Social Relationships</li> <li>• Self-Concept &amp; Self Efficacy</li> <li>• Self-Regulation</li> <li>• Emotional &amp;</li> <li>• Behavioral Health</li> </ul> | <p>To foster secure attachment with adults, maintain healthy relationships, self-regulation of behaviors and emotions, and develop a healthy personal identity, children will:</p> <ul style="list-style-type: none"> <li>• Engage in positive relationships and interactions with others.</li> <li>• Develop and display levels of self-awareness, autonomy, and self-expression that are rooted in their family and culture.</li> <li>• Develop and display the ability to regulate emotions to accomplish one's goals.</li> <li>• Learn and follow classroom rules, routines, and directions.</li> </ul> | 1 - 3 | <ul style="list-style-type: none"> <li>• Develop, implement and encourage classroom rules to increase capacity to understand and follow rules and routines</li> <li>• Utilize literacy and social activities to discovery, diversity and empathy</li> <li>• Facilitate and encourage quality peer conversations and activities to foster a healthy environment of tolerance and diversity</li> <li>• Support understanding of and ability to regulate own emotions and behaviors</li> </ul> |



# PROGRESS ON SOCIAL EMOTIONAL SKILLS

Percentage of Children Meeting or Exceeding Widely Held Expectations in Social Skills



Children made significant progress in social emotional skills from October to January.

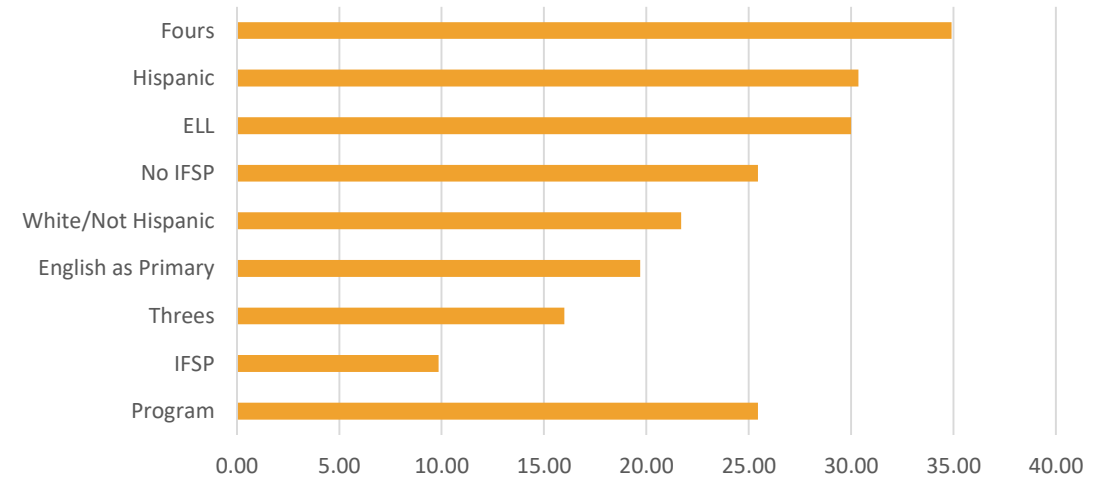
The demographic with the highest percentage of children meeting or exceeding widely held expectation was our English language learners with 75.55% reaching this level by the winter checkpoint.

Children who were four at the beginning of the school year increased 34.9 percentage points from October to January. This was the highest growth rate of all the categories.

Head Start to Success places a heavy emphasis on teaching and supporting social emotional growth as it is the highest indicator of kindergarten success.

As expected the program did not meet the social emotional goals for the year, due to the shortened school year.

Social Emotional Percentage Point Increase

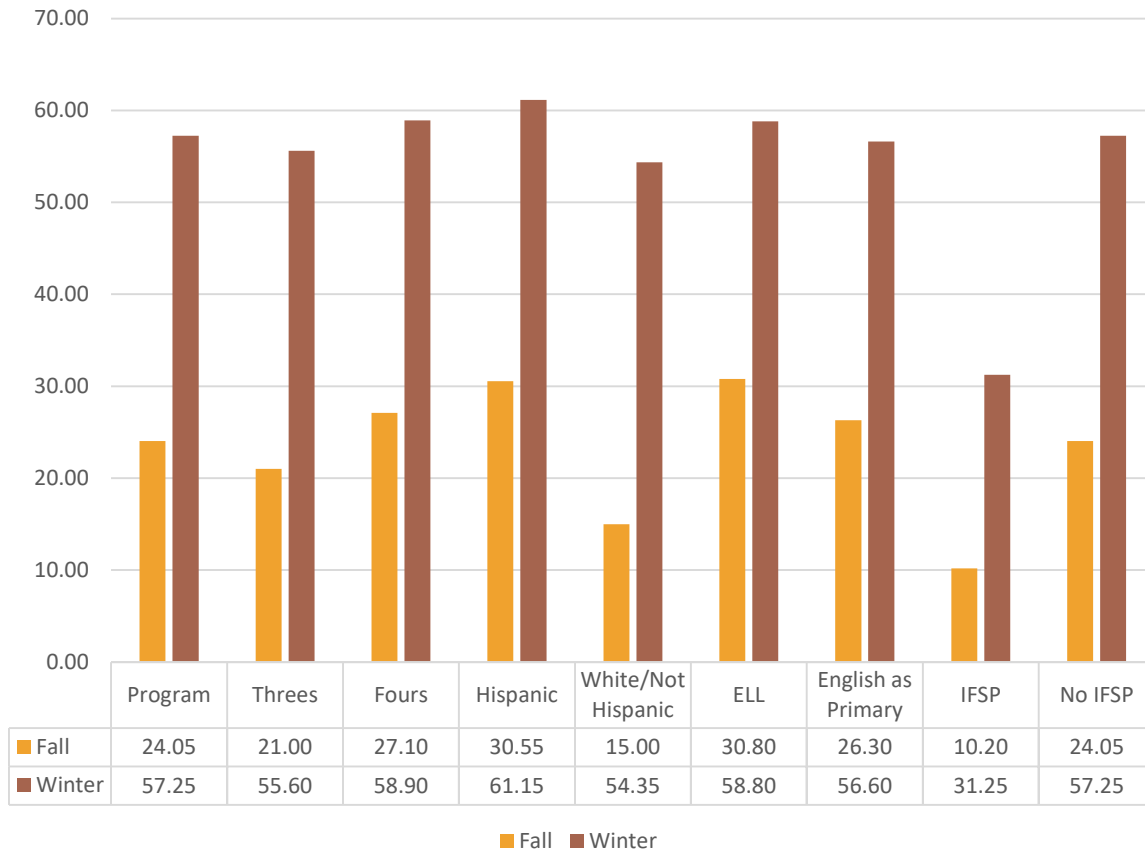


# HEAD START TO SUCCESS GOALS: PHYSICAL DEVELOPMENT & HEALTH

| Head Start Child Development and Early Learning Framework   | Head Start to Success School Readiness Goals  | GOLD™ | Strategies   |
|---|---|-------|--|
| <i>Physical Development &amp; Health</i>  |   |       |  |
| <b>Physical Development &amp; Health</b> <ul style="list-style-type: none"> <li>Physical Health Status</li> <li>Health Knowledge &amp; Practice</li> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> </ul> | To promote early healthy habits, children will: <ul style="list-style-type: none"> <li>Identify and practice healthy and safe habits</li> <li>Demonstrate control of large and small muscles to explore and function in their environment and support other developmental domains.</li> </ul> | 4 - 7 | <ul style="list-style-type: none"> <li>Incorporate physical activities into daily schedule</li> <li>Incorporate indoor and outdoor activities that support health and development</li> <li>Demonstrate fine motor strength and coordination</li> <li>Demonstrate gross motor manipulatives skills</li> <li>Demonstrate traveling and balancing skills</li> </ul> |

# PROGRESS ON PHYSICAL SKILLS

Percentage of Children Meeting or Exceeding Widely Held Expectations in Physical Skills

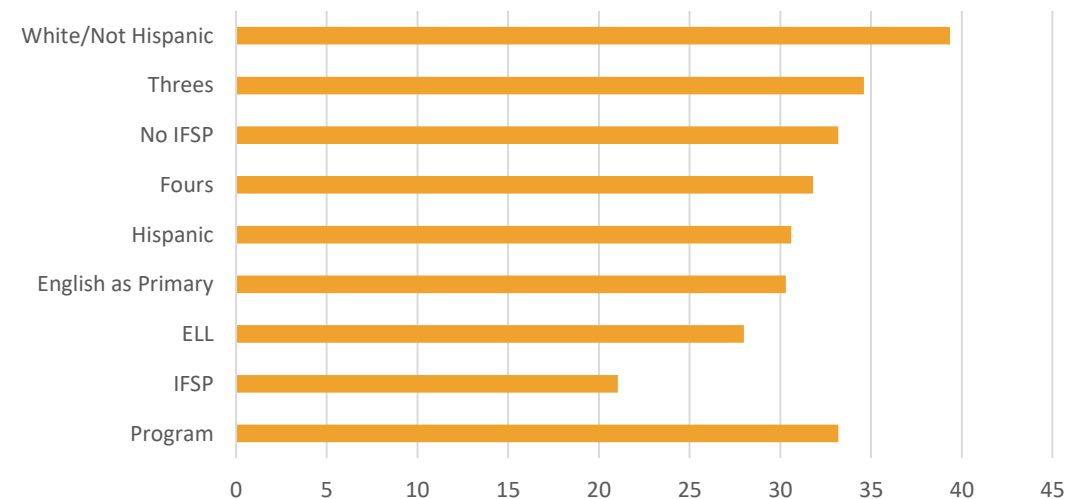


Children enrolled in Head Start to Success started the year with many physical skills. The average overall growth in the physical area was 33.2 percentage points. This was up over last years rate of 27 percentage point, which impressive since this only accounts for half a year's growth.

The category with the highest percentage growth was White/Not Hispanic, with a rate of 39.35 percentage points. Last year, White/Not Hispanic also increased the most of all the demographics. Children of Hispanic ethnicity had the highest percentage of meeting or exceeding widely held expectations in Physical Skills.

The program did not meet the physical skills goals for the year, due to the shortened school year.

Physical Percentage Point Increase

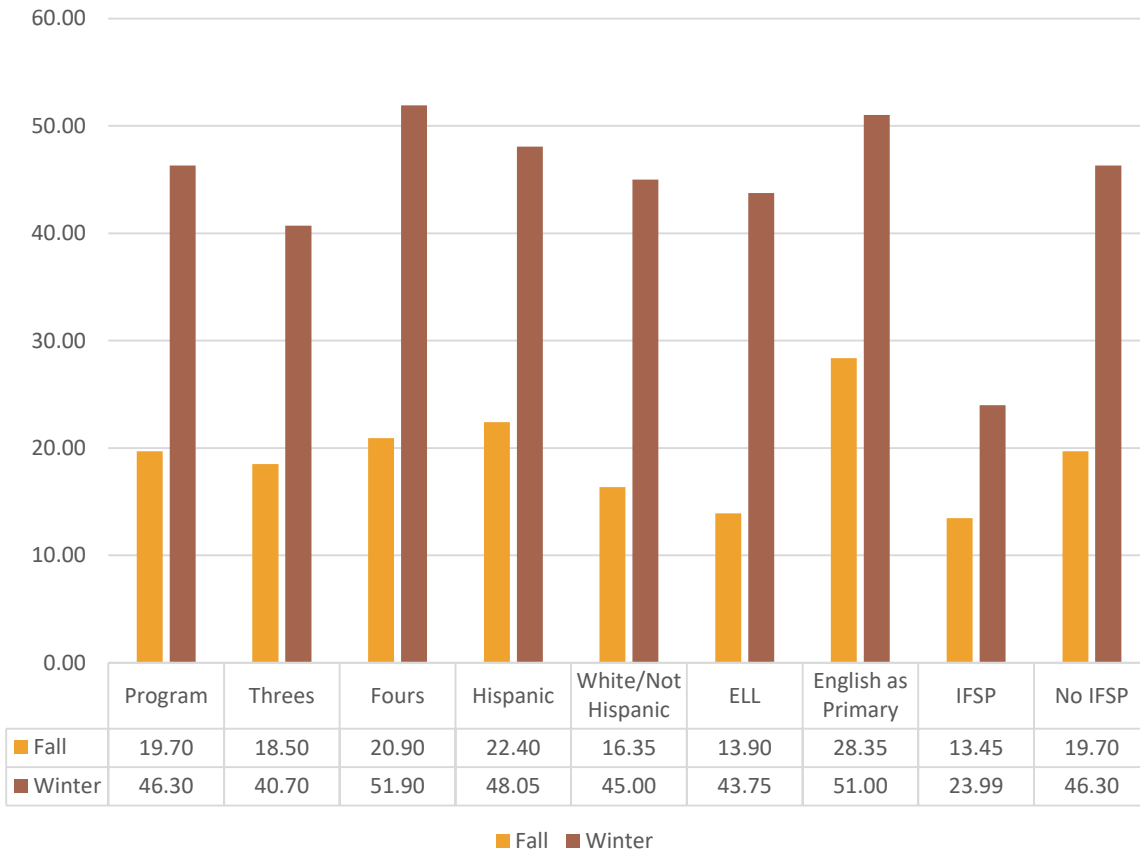


# HEAD START TO SUCCESS GOALS: LANGUAGE & LITERACY

| Head Start Child Development and Early Learning Framework   | Head Start to Success School Readiness Goals  | GOLD™   | Strategies  |
|---|---|---------|---|
| <i>Language &amp; Literacy</i>  |   |         |   |
| <b>Language Development</b> <ul style="list-style-type: none"> <li>• Receptive Language</li> <li>• Expressive Language</li> </ul>   | To Foster the development of communication skills, children will: <ul style="list-style-type: none"> <li>• Use and understand increasingly complex and varied language.</li> <li>• Use oral language to engage in conversation.</li> </ul>  | 8 - 10  | <ul style="list-style-type: none"> <li>• Utilize songs, chants, rhymes to promote language and literacy skills throughout the day</li> <li>• Specified literacy learning time within daily schedule</li> <li>• Print-rich environment that demonstrates literacy concepts throughout each classroom</li> <li>• Introduction of varied spoken and written vocabulary through books and other print materials</li> <li>• Activities, music, and conversation</li> <li>• Support the uses a variety of language, writing tools and materials to communicate with others</li> <li>• Use a planned language approach to promote English language learning and home language development</li> </ul> |
| <b>Literacy Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>• Phonological</li> <li>• Awareness</li> <li>• Alphabet Knowledge</li> <li>• Print Concepts &amp; Conventions</li> <li>• Early writing</li> </ul>                               | To foster early foundations of reading and writing, children will: <ul style="list-style-type: none"> <li>• Explore the world of books and their characteristics</li> <li>• Learn how language can be broken into words, syllables, and small pieces of sound.</li> <li>• Name letters of alphabet</li> <li>• Recognize that letters of the alphabet have sounds</li> </ul>   | 15 - 19 |   |
| <b>English Language Development</b> <ul style="list-style-type: none"> <li>• Receptive English</li> <li>• Language skills</li> <li>• Expressive English</li> <li>• Language skills</li> <li>• Engagement in English</li> <li>• Literacy Activities</li> </ul> | To foster the development of receptive and expressive English language skills, children who speak a home language other than English will demonstrate: <ul style="list-style-type: none"> <li>• Understanding of the English language.</li> <li>• Speaking English</li> <li>• Understanding and responding to books, storytelling, and songs presented in English.</li> </ul> | 37-38   |   |

# PROGRESS ON LANGUAGE SKILLS

Percentage of Children Meeting or Exceeding Widely Held Expectations in Language

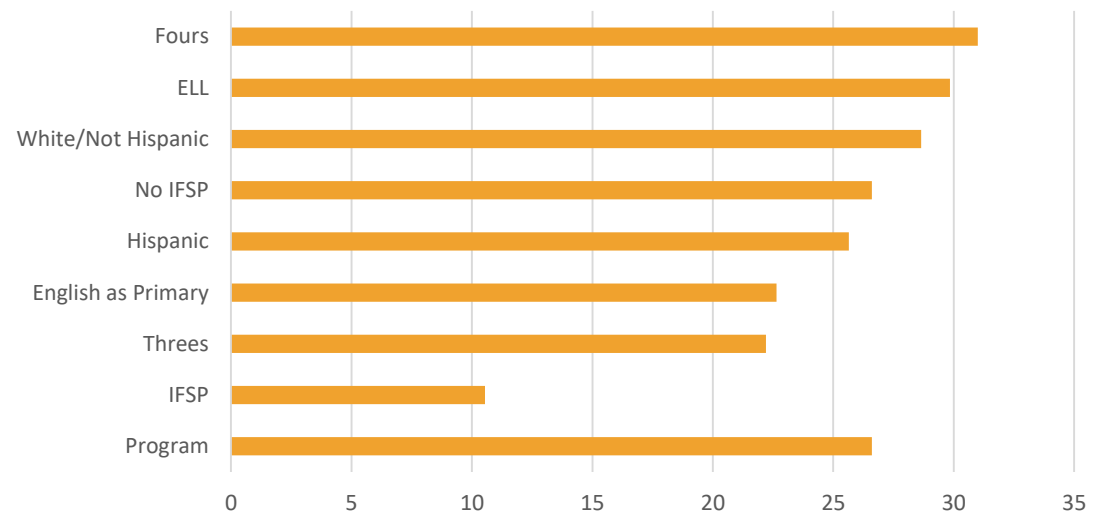


In fall, there was a wide range of skill levels in language. Children whose primary language was English started highest at 28.35% meeting or exceeding expectations and children who were on IFSPs started lowest with 13.45% and children learning English were just above that with 13.9.

Children who were four made the highest increase in percentage points. Children on IFSPs made the least progress. Last year, children on IFSPs made the highest progress on language skills. This difference could be due to fall to winter time frame. Children on IFSPs may make more progress during the second half of the school year.

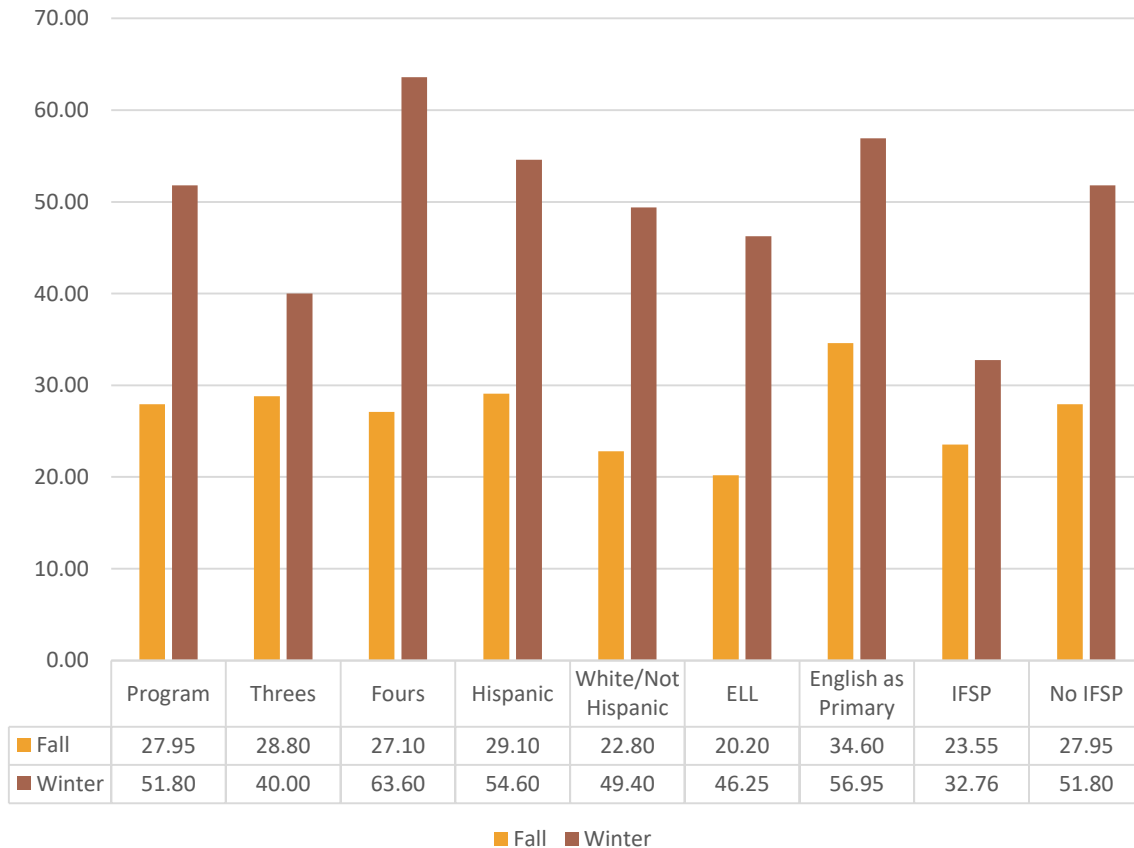
The program did not meet the language goals for the year, due to the shortened school year.

Language Percentage Point Increase



# PROGRESS ON LITERACY SKILLS

Percentage of Children Meeting or Exceeding Widely Held Expectations in Literacy



Literacy was an area of tremendous growth for many of our children.

We started the year with 27.95 children meeting or exceeding the widely held expectations in literacy, and by winter the overall rate was 51.8% meeting or exceeding in literacy.

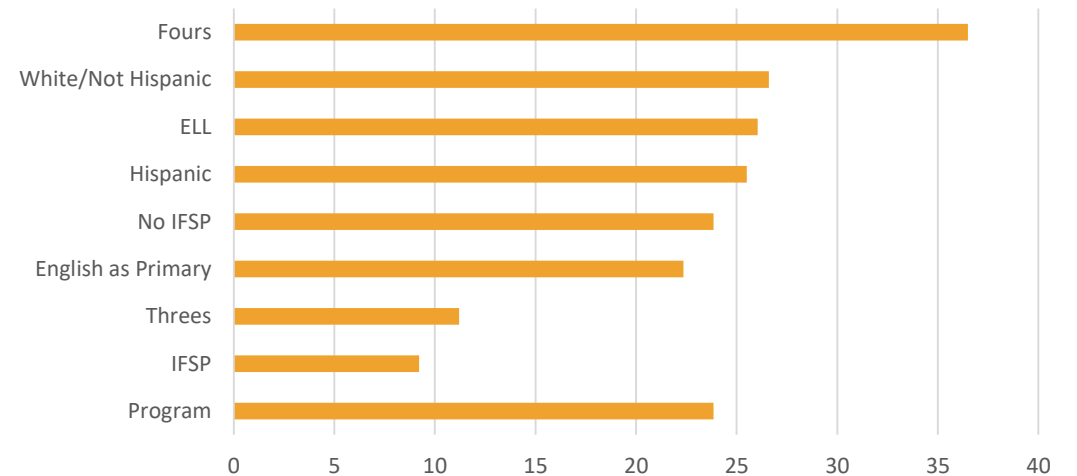
Four-year-olds made the largest gains at 36.5 percentage points.

Children on IFSPs made the lowest growth at 9.21 percentage points.

The percentage change for children learning English is promising with a 26.05 percentage point increase, because they started with the fewest children meeting or exceeding the expectations in literacy.

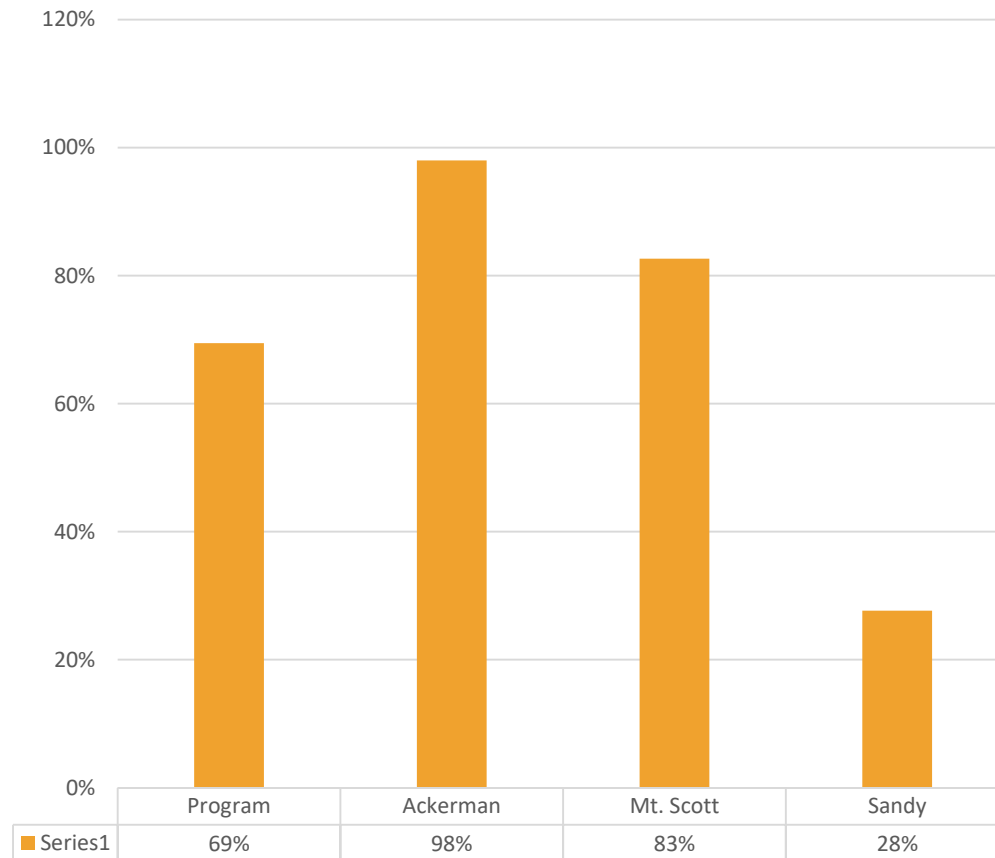
The program did not meet the literacy goals for the year, due to the shortened school year.

Literacy Percentage Point Increase



# ENGLISH LANGUAGE LEARNING

Percentage of ELL children increasing proficiency in English 2019-20



Last year, children in Head Start to Success made more progress during the school year, but, again, data this year reflect only half a year of progress.

Sandy made the least progress in English. We are not sure why this was true. Last year 100% of English Language Learners had made progress in English. It is hard to say if this is a change or if they would have progressed more by the spring checkpoint.



# HEAD START TO SUCCESS GOALS: APPROACHES TO LEARNING

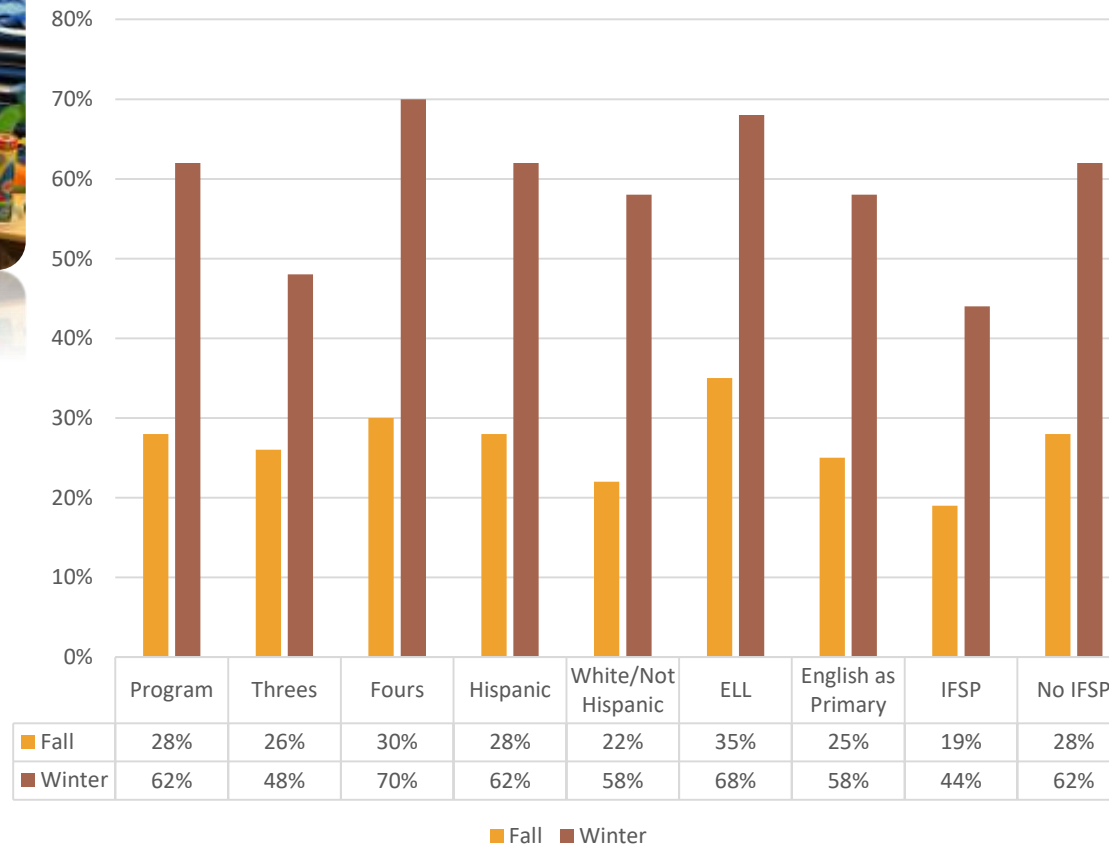
| Head Start Child Development and Early Learning Framework  | Head Start to Success School Readiness Goals  | GOLD™ | Strategies  |
|--|---|-------|---|
| <i>Approaches to Learning</i>  |   |       |   |
| <b>Approaches to Learning</b> <ul style="list-style-type: none"> <li>• Initiative &amp; Curiosity</li> <li>• Persistence &amp; Attentiveness</li> <li>• Cooperation</li> </ul> | To foster engagement in social interactions and learning experiences, children will show. <ul style="list-style-type: none"> <li>• Interest to learn, creativity, and independence</li> <li>• Persistence and attention to begin and finish activities</li> <li>• Interest and engagement in group experiences</li> </ul> | 11    | <ul style="list-style-type: none"> <li>• Specified child-initiated center time within the daily schedule</li> <li>• Utilize open-ended questions during individualized, large and small group activities</li> <li>• Activities that encourage self-expression and decision making</li> <li>• Encouragement of curiosity and self-motivation</li> <li>• Facilitate connecting experiences through recognizing, recalling, and making associations</li> </ul> |



# POSITIVE APPROACHES TO LEARNING



Percentage of Children Meeting or Exceeding Widely Held Expectations in Approaches to Learning



This chart looks at children’s curiosity, persistence, attentiveness, and cooperation; skills which makes up the positive approaches to learning objective.

Children who have these skills and characteristic are better able to focus on learning and school related tasks.

Unfortunately, this is also an area of instruction that is often not intuitive to teachers.

This year we continued our collaboration with Teaching Preschool Partners to provide teachers and classroom assistants with professional development on inquiry-based training which is a wonderful way to increase children's positive approaches to learning.

By mid year, children in all demographic areas were well on their way to improving scores from last year. The percentage of children meeting or exceeding in spring last year was 78%. This year in winter it was 62%, a different of 16 percentage points. Last year children increased 40 percentage points for the year. This year the change between fall and winter was 34 percentage points. It will be interesting to see a full set of data next year.

# HEAD START TO SUCCESS GOALS: COGNITION & GENERAL KNOWLEDGE

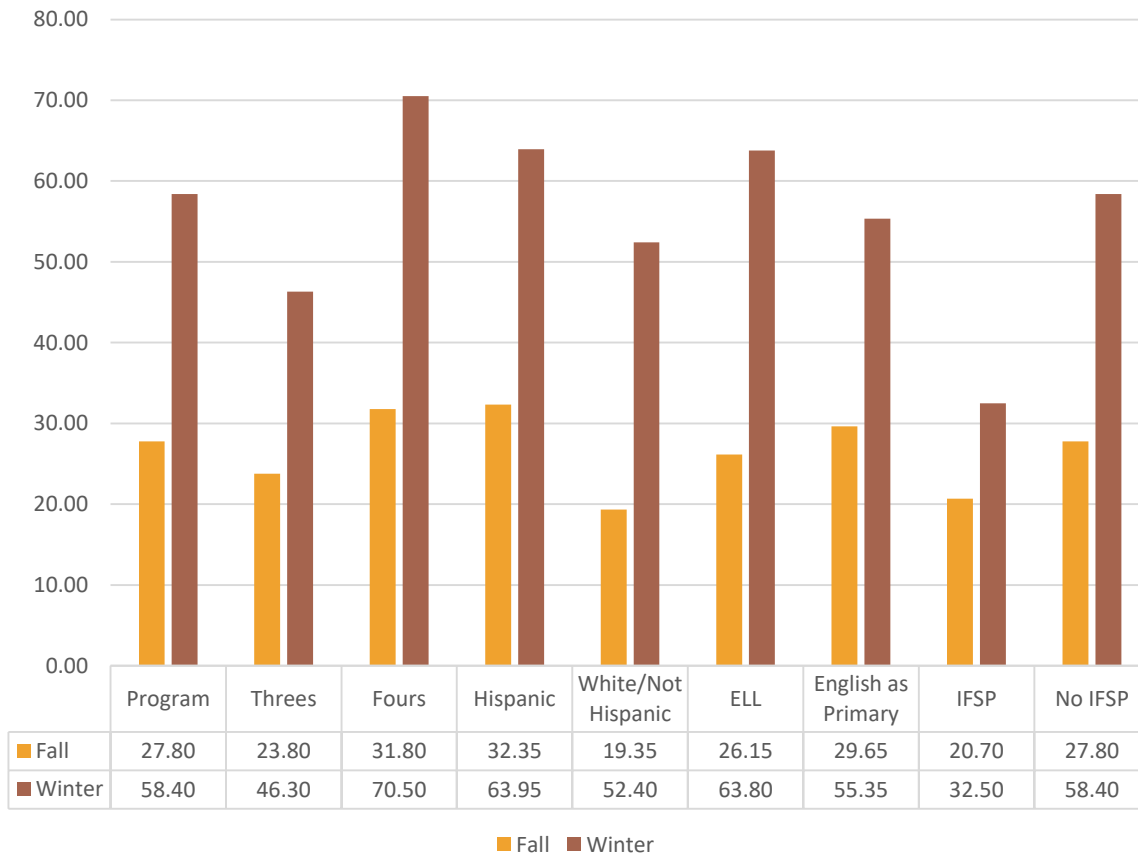
| Head Start Child Development and Early Learning Framework   | Head Start to Success School Readiness Goals  | GOLD™   | Strategies   |
|---|---|---------|--|
| <b><i>Cognition &amp; General Knowledge</i></b>   |   |         |  |
| <b>Logic &amp; Reasoning</b> <ul style="list-style-type: none"> <li>Reasoning &amp; Problem Solving</li> <li>Solving</li> <li>Symbolic</li> <li>Representation</li> </ul>   | To gather information, understand their world, and make decisions, children will: <ul style="list-style-type: none"> <li>Use observations to gain or makes sense of their surroundings</li> <li>Use skills to think, reason, and use information</li> </ul>                                       | 11 - 14 | <ul style="list-style-type: none"> <li>Utilize open-ended questions to develop and encourage problem solving skills</li> <li>Utilize songs, chants and rhymes that incorporate math and numeracy throughout the day</li> <li>Support exploration and understanding of spatial relationships and shapes though hands-on experiences</li> <li>Integrate number concepts and operations within the daily routine to support early concept development</li> <li>Support recognition of patterns in play and the environment</li> </ul> |
| <b>Mathematics Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>Number Concepts &amp; Quantities</li> <li>Number Relationships &amp; Operations</li> <li>Geometry &amp; Spatial Sense</li> <li>Patterns</li> <li>Measurement &amp; Comparison</li> </ul> | To understand number concepts, relationships, shapes, patterns, and measurement, children will: <ul style="list-style-type: none"> <li>Use numbers to quantify, describe, and problem solve</li> <li>Use shapes/objects to compare recognize, sort, and classify</li> <li>Use patterns</li> </ul> | 20 - 23 |  |
| <b>Science Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>Scientific Skills &amp; Method</li> <li>Conceptual Knowledge of the Natural &amp; Physical World</li> </ul>  | To foster the ability to gather information in their environment and make predicts, children will: <ul style="list-style-type: none"> <li>Use questions, prediction, explanation to draw conclusions</li> <li>Observe, describe, and discuss living things and natural processes.</li> </ul>      | 24-28   |  |

# HEAD START TO SUCCESS GOALS: COGNITION & GENERAL KNOWLEDGE

| Head Start Child Development and Early Learning Framework   | Head Start to Success School Readiness Goals   | GOLD™ | Strategies   |
|---|--|-------|--|
| <b><i>Cognition &amp; General Knowledge</i></b>   |  |       |  |
| <b>Social Studies Knowledge &amp; Skills</b> <ul style="list-style-type: none"> <li>• Family &amp; Community</li> <li>• History &amp; Events</li> <li>• People &amp; the Environment</li> </ul> | To support historical, cultural, and environmental learning experiences, children will engage in and maintain: <ul style="list-style-type: none"> <li>• One’s relationship to family and community</li> <li>• Relationship between people and the environment in which they live.</li> <li>• Past events and how it relates to self, family, and community.</li> </ul> | 29-31 | <ul style="list-style-type: none"> <li>• Offer methods for expressing individuality and preferences</li> <li>• Encourage families to share culture and traditions</li> <li>• Include materials that represent a variety of jobs, cultures, lifestyles, abilities, and characterizes of people</li> <li>• Provide experiences related to change over time</li> <li>• Provide materials and activities to support understanding of simple geographical knowledge.</li> </ul> |
| <b>Creative Arts Expression</b> <ul style="list-style-type: none"> <li>• Music</li> <li>• Creative Movement &amp; Dance</li> <li>• Art</li> <li>• Drama</li> </ul>                              | To foster opportunities for creativity and imaginative expressions, children will use music, creative movement/dance, art, and drama.  | 33-36 | <ul style="list-style-type: none"> <li>• Offer diverse, open-ended art materials to explore</li> <li>• Encourage use of various materials to express ideas and feelings</li> <li>• Display children’s creative products</li> <li>• Explore art created by others</li> </ul>  |

# PROGRESS ON COGNITIVE SKILLS

Percentage of Children Meeting or Exceeding Widely Held Expectations in Cognitive Skills



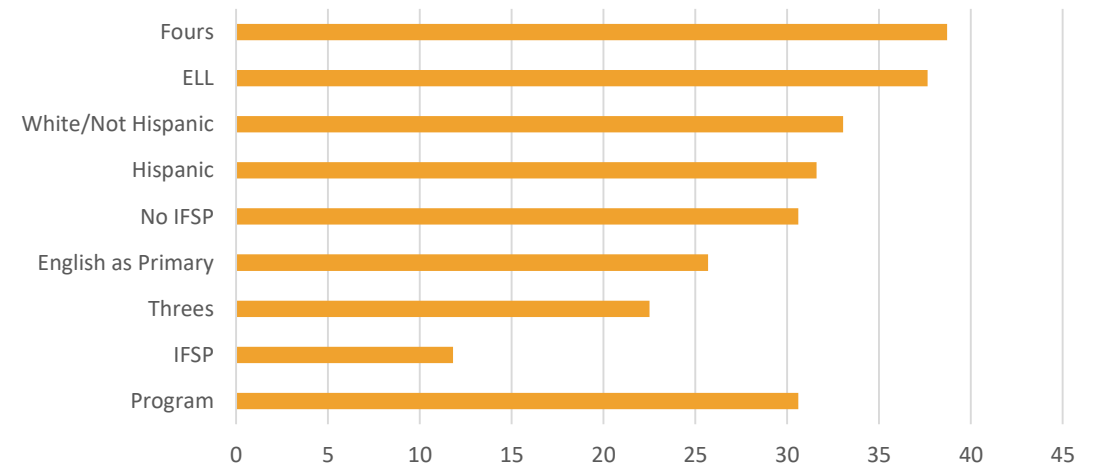
In winter, four-year olds were at 70.5% meeting or exceeding cognitive expectations which was an increased by 38.7 percentage points since fall. This was the highest growth rate of all the demographics.

Children with IFSPs again made less growth, with an increase of only 11.8 percentage points. Last year the percentage increase for children on IFSPs was 62 points.

This outcome reiterates the premise that more time in school is important for children, especially those with special needs, to make significant progress on school readiness skills.

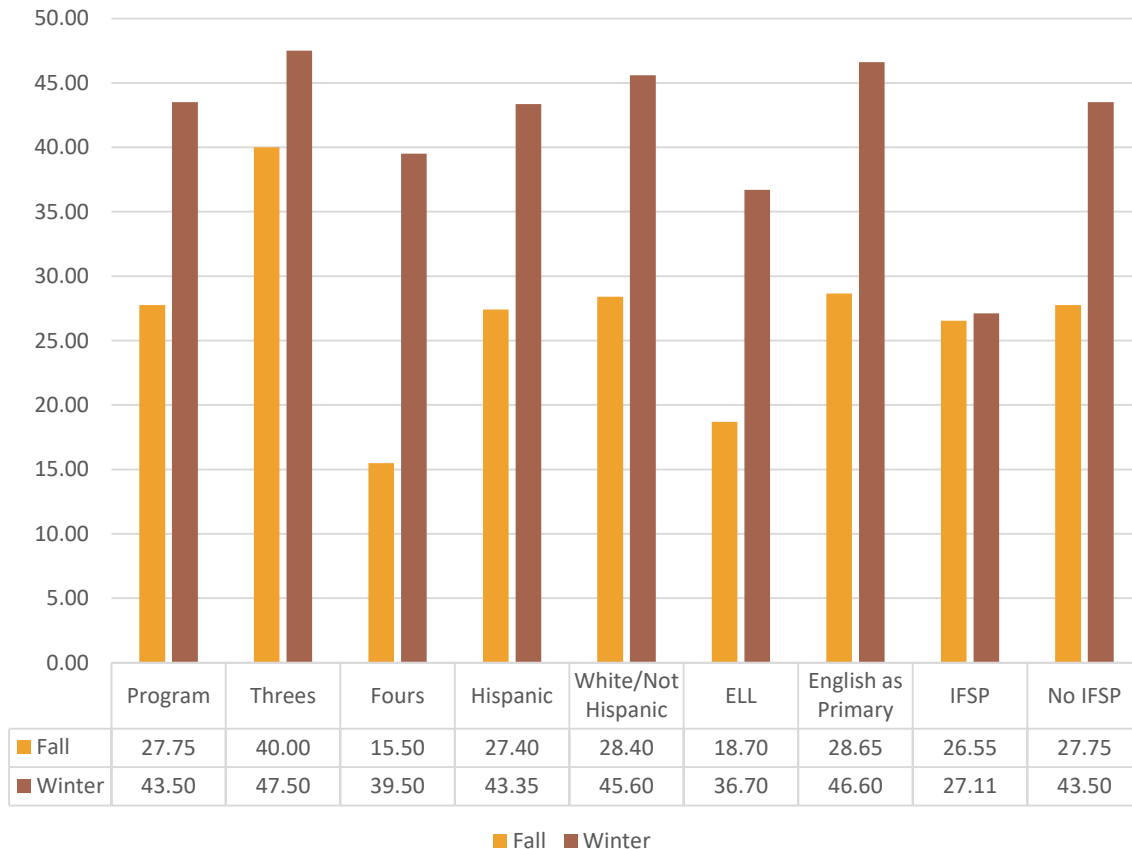
The program did not meet the cognitive goals for the year, due to the shortened school year.

Cognitive Percentage Point Increase



# PROGRESS ON MATH SKILLS

Percentage of Children Meeting or Exceeding Widely Held Expectations in Mathematics



This year, children started the year with many more skills in mathematics that they did in school year 2018-19.

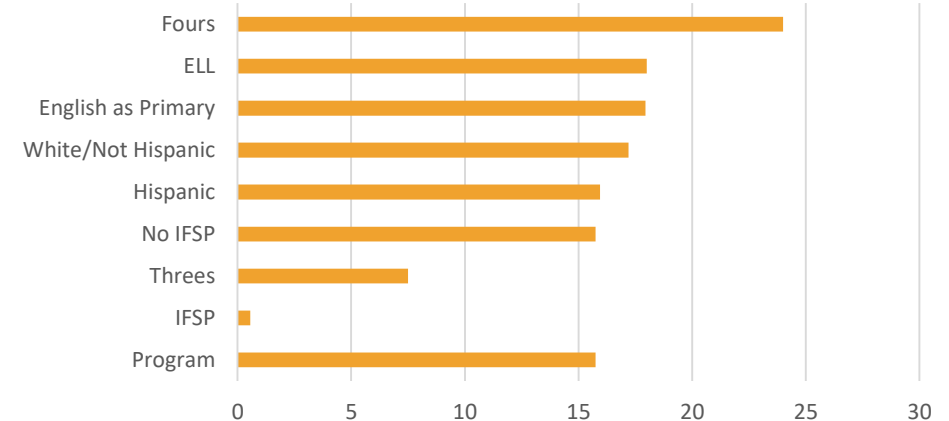
By winter of this year, they seem to have been making good progress.

However, children with IFSPS increased less that one percentage point.

Four-year-olds continued their pattern of a high percentage point growth. They started the year at 15.5 % meeting or exceeding widely held expectation and reached 39.5% in spring, which is a 24 point increase in half a year. The full year increase for four-year-olds last year was 54 percentage points.

The program did not meet the mathematics goals for the year, due to the shortened school year.

Mathematics Percentage Point Increase



# SCIENCE AND TECHNOLOGY

Science and technology, social studies and the arts do not have progressions because these areas do not have national standard learning expectations for preschool children. Each program is expected to develop expectations for the children enrolled.

Head start to success has adopted the following science and technology expectations for children transitioning to kindergarten:

## **Uses scientific inquiry skills**

- Identifies the five senses (smell, touch, sight, sound, taste) and uses them to make observations and describe objects and phenomena
- Represents observable phenomena with pictures, diagrams, and 3-D models
- Asks questions that can be answered through an investigation

## **Demonstrates knowledge of the characteristics of living things**

- Can describe information about living things

## **Demonstrates knowledge of the physical properties of objects and materials**

- Categorizes by sorting observable phenomena into groups based on attributes such as appearance, weight, function, ability, texture, odor, and sound

## **Demonstrates knowledge of earth's environment**

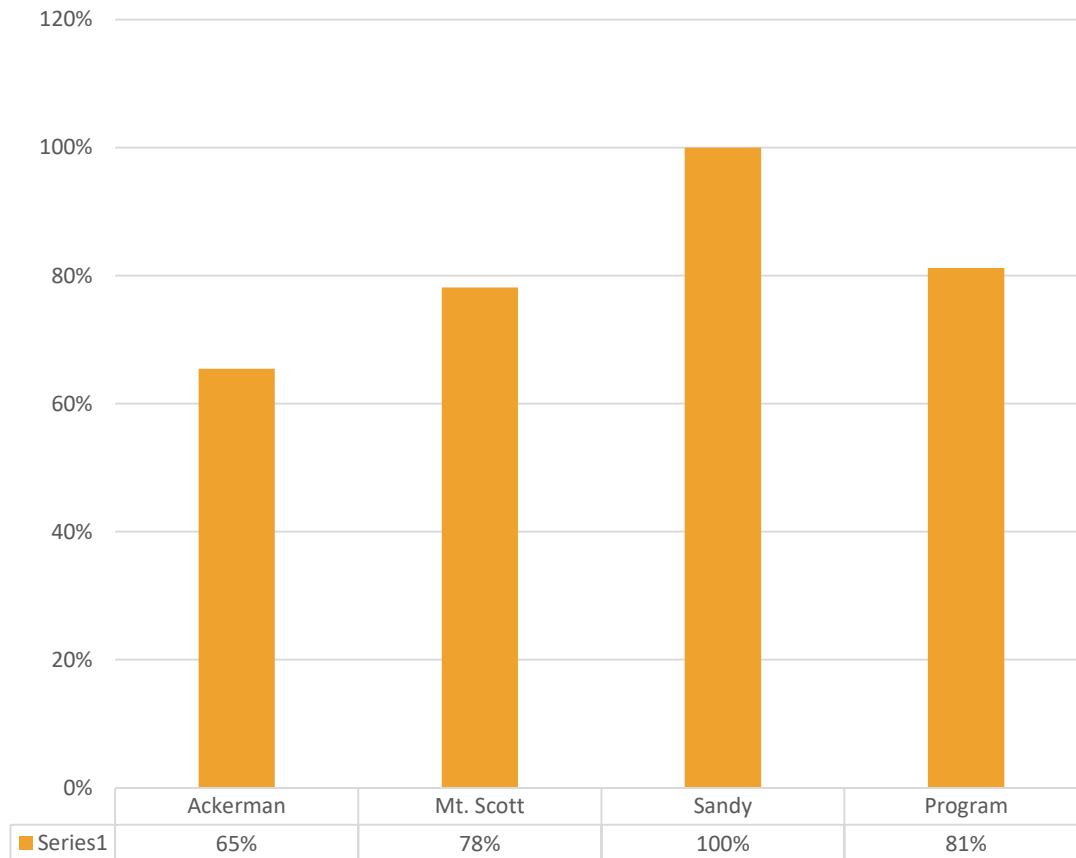
- Make simple observations, about earth's materials (sand, rocks, water, air) based on real life experiences.
- Identify and predict earth patterns based on observations.

## **Uses tools and other technology to perform tasks**

- Uses observational tools such as a magnifying glass, microscope, binoculars, or stethoscope
- Uses measurement tools, such as a ruler, balance scale, eyedropper, unit blocks, thermometer, or measuring cup, to quantify similarities and differences of observable phenomena

# PROGRESS ON SCIENCE AND TECHNOLOGY

Percentage of Children Meeting Program Expectations in Science and Technology



This year many children met program expectation in science and technology even with the shortened year.

We feel that the focus on Inquiry-based learning was instrumental in this progress.



# SOCIAL STUDIES

Head start to success has adopted the following social studies expectations for children transitioning to kindergarten:

## Demonstrates knowledge about self

- Describes self using several different characteristics (tall, funny, brown hair)
- Demonstrates knowledge of uniqueness of self, such as talents, interests, preferences, or culture

## Shows basic understanding of people and how they live

- Knows people have homes and families
- Knows all people eat, drink and sleep
- Knows all people have feelings

## Explores change related to familiar people or places

- Discusses the concepts of growing up or getting older
- Discusses or comments on changes such as haircuts, new buildings or new homes

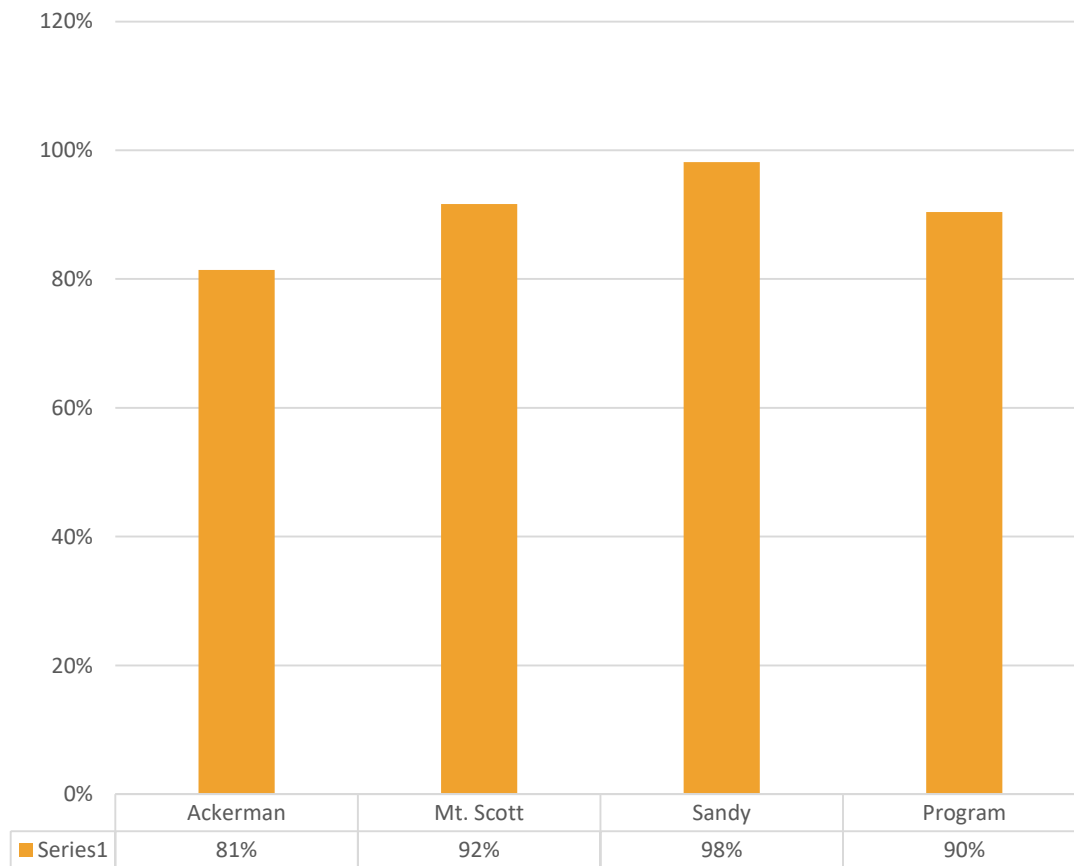
## Demonstrates simple geographic knowledge

- Describes surroundings
- Use positional phrasing such as over and under, here and there, inside and outside, up and down
- Identifies common places such as home, school, cafeteria, store or park



# PROGRESS ON SOCIAL STUDIES

Percentage of Children Meeting Program Expectations in Social Studies



Children did very well in social studies. Ninety percent of children program-wide met program expectation by the winter of 2019.



# THE ARTS

Head start to success has adopted the following Arts expectations for children transitioning to kindergarten:

## Explores the visual arts

- Draws, paints, or builds and talks with others about what they have made
- Looks at and describes other's art

## Explores musical concepts and expression

- Sings, hums, or plays instruments to participate in or create music or rhythm
- Listens to music and rhythm and comments on it

## Explores dance and movement concepts

- Moves, claps, taps or dances to music or rhythm
- Describes movement (fast, slow, jump, whirl)

## Explores drama through actions and language

- Participates in pretend play based on a story (may be made up during the play)

Note: While ODE no longer requires Head Start to Success to assess art skills, the program continues to support children in learning these skills.

# NEXT STEPS



## Social Emotional

Forty-five percent of enrolled children were on IFSPS this year. Additionally Head Start to Success collaborated with Central City Concern, housing for parents undergoing substance abuse treatment and recovery. Both these sets of children benefit from extensive social emotional instruction. Head Start to Success will continue to make Social Emotions teaching and learning a priority.

## Physical

Overall, children did well in the area of physical skills. Head Start to Success will continue to provide developmentally appropriate physical experiences for all children.

## Language, Literacy and Dual Language Learners

Head Start to Success would like to continue enhancing the language, literacy and dual language learning instructional strategies with the goal of increasing the growth and scores in those areas. This is an ongoing project that is important to the program.

## Cognitive and Approaches to Learning

This year we continued our collaboration with Teaching Preschool Partners to provide teachers and classroom assistants with professional development on inquiry-based training which is a wonderful way to increase children's cognitive skills and support them in developing positive approaches to learning. We will continue to encourage and support inquiry-based learning in 2020-21.

## Mathematics

Head Start to Success will continue to work with educators to ensure that children are getting a wide variety of math focused experiences daily and throughout the school year.

## Science, Technology, Social Studies, and the Arts

Head Start to Success will continue to provide materials, instruction and experiences in all of these areas for all children.

# GOALS FOR SCHOOL YEAR 2020-21

## Social Emotional

80% of 3-year-olds will meet or exceed expected growth  
82% of 4-year-olds will meet or exceed expected growth

## Physical

80% of 3-year-olds will meet or exceed expected growth  
80% of 4-year-olds will meet or exceed expected growth

## Language

80% of 3-year-olds will meet or exceed expected growth  
80% of 4-year-olds will meet or exceed expected growth

## Cognitive

82% of 3-year-olds will meet or exceed expected growth  
80% of 4-year-olds will meet or exceed expected growth

## Mathematics

93% of 3-year-olds will meet or exceed expected growth  
83% of 4-year-olds will meet or exceed expected growth

