SMOC Child Care & Head Start

SCHOOL READINESS AND CHILD OUTCOMES

Our measurable Goals and Objectives for Development and Learning are based upon The Head Start Child Development Framework, Teaching Strategies GOLD Assessment and the Creative Curriculum. In conjunction they are completely aligned with the Massachusetts Guidelines for Preschool Learning Experiences.

SOCIAL & EMOTIONAL
- Regulates own emotions and behaviors
- Establishes and sustains positive relationship
- Participates cooperatively and constructively in group situations

PHYSICAL DEVELOPMENT
- Demonstrates traveling skills
- Demonstrates balancing skills
- Demonstrates gross-motor manipulative skills
- Demonstrates fine-motor strength and coordination

LANGUAGE DEVELOPMENT
- Listens to and understands increasingly complex language
- Uses language to express thoughts and needs
- Uses appropriate conversational and other communication skills

APPROACHES TO LEARNING
- Demonstrates positive approaches to learning
- Remembers and connects experiences
- Uses classification skills
- Uses symbols and images to represent something not present

LITERACY DEVELOPMENT
- Demonstrates phonological awareness
- Demonstrates knowledge of the alphabet
- Demonstrates knowledge of print and its uses
- Comprehends and responds to books and other texts
- Demonstrates emergent writing skills

MATHEMATICS
- Uses number concepts and operations
- Explores and describes spatial relationships and shapes
- Compares and measures
- Demonstrates knowledge of patterns
SCIENCE
- Uses scientific inquiry skills
- Demonstrates knowledge of the characteristics of living things
- Demonstrates knowledge of the physical properties of objects and materials
- Demonstrates knowledge of Earth’s environment
- Uses tools and other technology to perform tasks

SOCIAL STUDIES
- Demonstrates knowledge about self
- Shows basic understanding of people and how they live
- Explores change related to familiar people or places
- Demonstrates simple geographic knowledge

CREATIVE ARTS
- Explores the visual arts
- Explores musical concepts and expression
- Explores dance and movement
- Explores drama through actions and language

LANGUAGE DEVELOPMENT (ESL)
- Demonstrates progress in listening to and understanding English
- Demonstrates progress in speaking in English

CURRICULUM PLANNING AND INDIVIDUALIZATION

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>#1</td>
<td>Goal setting from screening and parent input</td>
</tr>
<tr>
<td>#2</td>
<td>Developmental observations and work examples</td>
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<tr>
<td>#3</td>
<td>Developmental assessment</td>
</tr>
<tr>
<td>#4</td>
<td>Analysis of school readiness and outcomes data</td>
</tr>
<tr>
<td>#5</td>
<td>Progress reporting for parents and program</td>
</tr>
<tr>
<td>#6</td>
<td>Re-establishment of school readiness goals with parents</td>
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The Teaching Strategies GOLD Assessment is conducted three times annually by the Education Staff. This assessment system helps teachers:
- Observe and document children’s development and learning over time.
- Support, guide, and inform planning and instruction.
- Identify children who might benefit from special help, screening, or further evaluation.
- Report and communicate with family members and others.
- Collect and gather child outcome information as one part of a larger accountability system.
- Provide reports to administrators to guide program planning and professional development opportunities.
The information collected and analyzed is based upon the criteria established in The Head Start Child Development Learning framework with regards to the 11 Developmental Domains, 37 Domain Elements and 100 Indicators of Learning.

The analysis of data is conducted on three levels:

**Focus on the Child** – A child’s scores are compared to previous assessment periods. The results are used by the education staff to individualize education services for each child with activities that support and promote continued development in all the areas of learning and development.

**Focus on the Classroom** - Child Outcomes/School Readiness data for each classroom and center is analyzed by the Education Staff. The results are utilized to enhance classroom operations and curriculum development. Additionally, the Education Managers/Area Directors use this information to support the teaching staff and provides the foundation of individual staff development plans.

**Focus on the Program** - The Management Team analyzes the Child Outcomes/School Readiness data for the program as a whole, as well as each program option. This happens, in conjunction with the agencies annual self-assessment process and the results are utilized to enhance program operations and to support continuous quality improvement.

**OVERALL PROGRAM GOALS AND OBJECTIVES**

The SMOC Child Care & Head Start program uses Teaching Strategies GOLD to support Child Outcomes. In our program:

**Language Development**
All children will demonstrate the increased ability to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs questions and for other varied purposes.

**Literacy Development**
All children will demonstrate the increasing ability to discriminate and identify sounds of spoken language and show an awareness of beginning and ending sounds of words.

**Mathematics Development**
All children will demonstrate increased awareness of numbers and counting as a means for problem solving and determining quantity.
Science Development
All children will use their senses and a variety of tools and simple measuring devices to: gather information, investigate materials, and observe processes and relationships.

Social/Emotional Development
All children will express their feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property and will demonstrate the capacity to follow rules and routines and use materials purposefully, safely, and respectfully.

FAMILY ENGAGEMENT

Family Engagement is built into the design of this comprehensive model and parents are encouraged to be full partners in their child’s learning experience. This process begins at the Initial Home Visit, where parents develop School Readiness Goals for their child in conjunction with the Teaching staff. Progress towards these goals and the subsequent establishment of new goals occurs at three visits/conferences throughout the school year. This process takes place at the two Parent/Teacher Conferences and the end of year Home Visit. Parents are provided ideas and activities to do in the home to support their child’s continued growth and development and support a strong home-school connection.
<table>
<thead>
<tr>
<th>Theme</th>
<th>1st Assessment</th>
<th>2nd Assessment</th>
<th>3rd Assessment</th>
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<td>Creative Arts</td>
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**Average Performance Assessment By Theme**

**SMOC Child Care and Head Start 2012-2013**