



GRACE HILL SETTLEMENT HOUSE

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School Readiness Goals Program Year 2011-2012

Grace Hill Head Start goals are derived from the Teaching Strategies Gold™ Objectives for Development and Learning: Birth through Kindergarten. These goals are aligned with the Head Start Development and Early Learning Framework and the Missouri Early Learning Standards for Preschool. This evaluation report is for the 2011-2012 program year. Data from grantee operated sites, partner sites (except St. Louis Public Schools) and the delegate is included in this report. The data is based upon information completed by the classroom teacher and is collected three times a year.

The charts on the following page represent the data collected on all school readiness goals for 2011-2012. For this report, they are aligned with the domains from the Head Start Outcomes Framework. Also included is a list of the school readiness goals that were measured in 2011-2012.

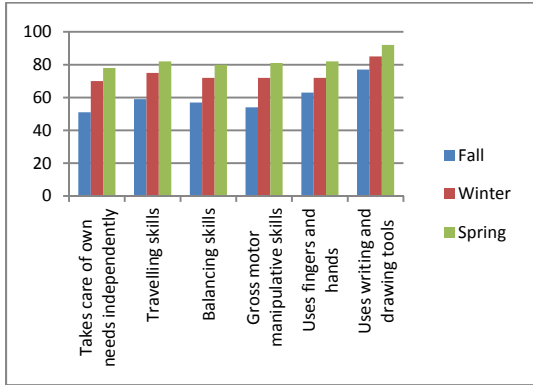
The data represents the percentage of children who either meet or exceed developmental expectations for their age in each of the goal areas. As the data show, children are making steady progress toward meeting developmental expectations. Both the Winter and the Spring reporting periods show an increase in the number of children who meet or exceed expectations.

An analysis of the data shows that the area of Approaches to Learning has the highest overall average of children meeting or exceeding expectations(88%). The range for percentage for the other areas is as follows: Social Emotional Development (86%); Language Development (85%); Literacy Knowledge and Skills (85%); Logic & Reasoning (85%); Physical Health & Development (83%) and Mathematics Knowledge & Skills (78%). This information is used for planning for individual children, groups of children and curriculum implementation. Professional development for teaching staff around the area of math knowledge has been conducted and will continue to be offered in the 2012-2013 program year. Classroom inventories have also been completed to ensure that the appropriate supplies are available to enhance the learning activities for children.

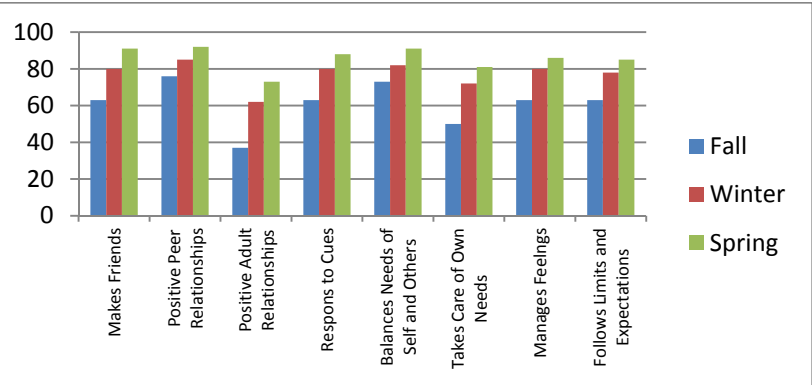
For program year 2012-2013, the curriculum committee will meet to revisit the school readiness goals and make appropriate revisions. A survey was distributed to parents, staff, and community members included partner agencies, public and private kindergarten teachers. This survey listed 62 indicators for school readiness and respondents were asked to identify those they consider important for school readiness. The data will be distributed at the meeting and analyzed to determine which indicators will be tracked as school readiness goals. The data that is collected will be aligned with these goals and reports will be distributed 3 times a year. For 2012-2013, the data will include information from St. Louis Public Schools.

School Readiness Goals 2011-2012

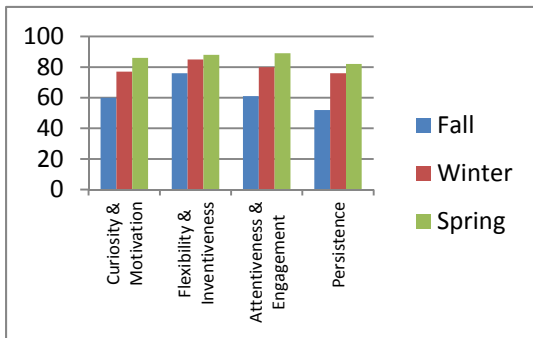
Physical Development & Health



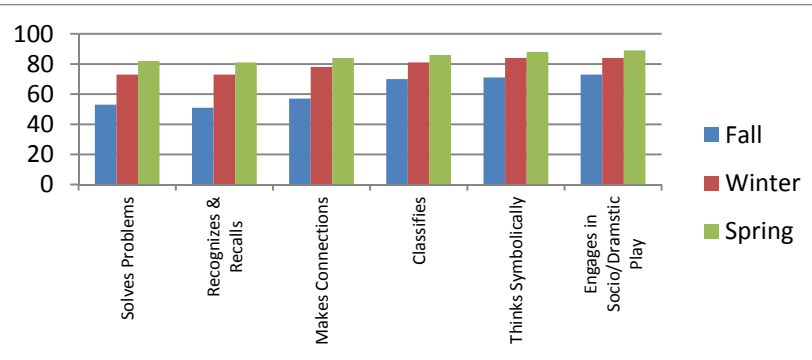
Social Emotional Development



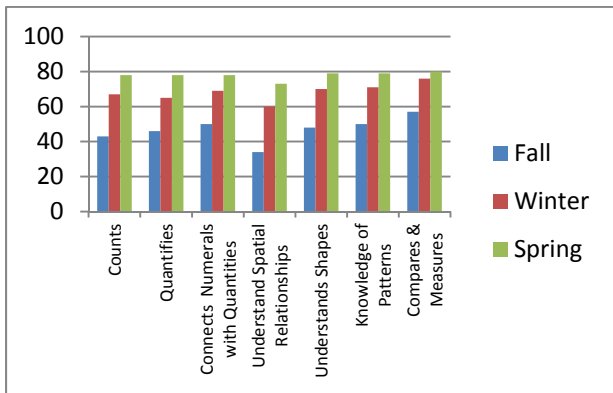
Approaches to Learning



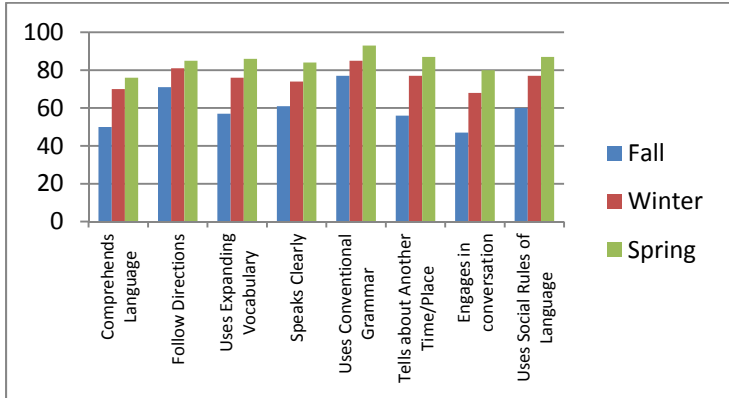
Logic & Reasoning



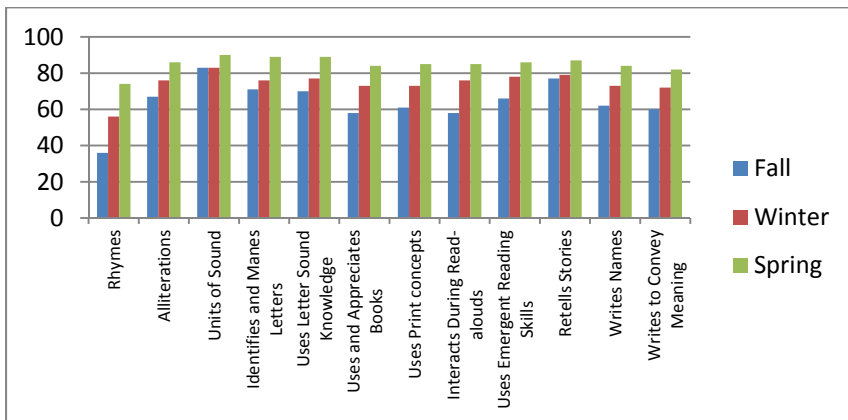
Mathematics Knowledge & Skills



Language Development



Literacy Knowledge & Skills



***Excludes St. Louis Public Schools

School Readiness Goals

Physical Development & Health

Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits.

- Children will demonstrate the ability to take care of their own needs appropriately.

Gross Motor Skills: The control of large muscles for movement, navigation, and balance.

- Children will demonstrate traveling skills.
- Children will demonstrate balancing skills.
- Children will demonstrate gross motor manipulative skills.

Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building and exploring.

- Children will demonstrate the ability to use fingers and hands.
- Children will use writing and drawing tools.

Social & Emotional Development

Social Relationships: The healthy relationship and interactions with adults and peers.

- Children will make friends.
- Children will engage in positive interactions with peers.
- Children will form positive relationships with adults.
- Children will respond to emotional cues.
- Children will balance the needs and rights of self and others.

Self-Concept & Self-Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks and meeting goals.

- Children will demonstrate the ability to take care of their own needs appropriately.

Self-Regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.

- Children will manage feelings.
- Children will demonstrate the ability to follow limits and expectations.

Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.

- Children will engage in social problem solving.

Approaches to Learning

Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

- Children will demonstrate flexibility and inventiveness in thinking.
- Children will demonstrate curiosity and motivation when interacting with activities and materials.

Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention.

- Children will demonstrate attentiveness and engagement in a variety of activities.
- Children will demonstrate persistence when engaged in activities and working with information and materials.

Cooperation: An interest and engagement in group experiences.

- Children will demonstrate the ability to interact with peers in group settings.
- Children will demonstrate the ability to balance the needs and rights of self and others.

Logic & Reasoning

Reasoning & Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Children will demonstrate the ability to classify.
- Children will make connections
- Children will demonstrate the ability to recognize and recall.
- Children will engage in problem-solving activities.

Symbolic Presentation: The use of symbols or objects to represent something else.

- Children will develop the ability to think symbolically.
- Children will engage in sociodramatic play.

Language Development

Receptive Language: The ability to comprehend or understand language.

- Children will demonstrate the ability to comprehend language.
- Children will demonstrate the ability to follow directions.

Expressive Language: The ability to use language.

- Children will use an expanding expressive vocabulary.
- Children will demonstrate the ability to speak clearly.
- Children will use conventional grammar.
- Children will demonstrate the ability to Tell about another time or place.
- Children will engage in conversations.
- Children will use social rules of language.

Literacy Knowledge & Skills

Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- Children will retell stories.
- Children will use emergent reading skills.
- The children will interact during read-alouds and book conversations.
- The children will demonstrate appropriate usage and appreciation of books.

Phonological Awareness: awareness that language can be broken into words, syllables, and smaller pieces of sound.

- The children will notice and discriminates rhyme.
- The children will notice and discriminates alliteration.
- The children will notice and discriminate smaller and smaller units of sound.

Alphabet Knowledge: The names and sounds associated with letters.

- The children will identify and name letters.
- The children will use letter-sound knowledge.

Print Concepts & Conventions: the concepts about print and early decoding (identifying letter-sound relationships).

- The children will use print concepts.

Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

- Each child will demonstrate the ability to write his/her name.
- Children will demonstrate the ability to write to convey meaning.

Mathematics Knowledge & Skills

Number Concepts & Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent rank order, particular size, or position on a list).

- Children will demonstrate the ability to count.
- Children will demonstrate the ability to quantify.
- Children will demonstrate the ability to connect numerals with their quantities.

Number relationships & Operations: The use of numbers to describe relationships and solve problems.

- Children will demonstrate the ability to quantify.

Geometry & Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.

- Children will understand spatial relationships.
- Children will understand shapes.

Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.

- Children will demonstrate knowledge of patterns.

Measurement & Comparison: The understanding of attributes and relative properties of objects as related to size, capacity and area.

- Children will demonstrate the ability to compare and measure.