

# Child Outcomes Plan 2011-2012

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## **Program Philosophy**

Washita Valley CAC Head Start's philosophy is that parents are the child's first and most important teachers.

Parents are provided the opportunity for individual and family goal setting, and to participate in all areas of the program.

We maintain that when children have adequate nutrition, are immunized, receive appropriate educational and social support, and have learning problems identified and remedied early, they have far greater success in school and life.

Our goal is to assist children in building self confidence and competence needed to become lifelong learners.

## **The Child Outcomes Initiative**

The Child Outcomes Framework was introduced to Head Start in 1998 through the Head Start Act. The original Framework was published in 2000. New research has improved our understanding of school readiness, and the 'Improving Head Start School Readiness Act of 2007' has increased the Framework's role in Head Start programs.

The Framework is organized into 11 Domains, 37 Domain Elements and over 100 Examples.

Head Start programs are to address the domains in an integrated way, using intentional instruction and scaffold learning throughout the day. The programs on-going assessments must include data in the 11 child outcome domains at the end of each checkpoint three times a year. Program's data must be gathered and analyzed. The analysis report must be included in the programs yearly self-assessment. Ten of the domains apply to all children, and one domain; English Language Development has recently been added for English Acquisition Learners.

## **Curriculum Selection and Implementation**

The process in adopting the Creative Curriculum for our agency began with the consultant who had knowledge of the material. She was invited to meet with our management team and Head Start Director to discuss the possibilities and appropriateness of the materials. The team agreed that the material would provide a comprehensive curriculum to address Head Start requirements consistently in all our classrooms.

We considered questions such as;

- >Is it developmentally appropriate?
- >Will the teachers be able to implement the curriculum?
- >Can it be implemented in a traditional early childhood setting with standard Early Childhood equipment and materials?
- >Can parents share a meaningful role in the curriculum?
- >Will this curriculum be one that can remain in effect in the face of staff turn over?

The program needed a curriculum that was comprehensive and would address the needs and values of our program. We needed a curriculum model that staff had access to daily. Curriculum resources are kept in each classroom, where staff can read and review as often as needed. We found all this in the Creative Curriculum.

An Advisory committee was formed to discuss and review several curriculum models. Creative Curriculum was implemented into our classrooms after Policy Council approval, during the school year 2000-2001.

The rationale in selecting this curriculum was based on the fact that the curriculum encourages children to experiment, explore, and pursue their own interests. Creative Curriculum uses an environmentally based approach that is responsive to the needs of diverse communities and cultures represented in the Head Start program. It allows staff and parents to modify the environment, to make it increasingly challenging and relevant, while building on children's changing needs, interests, skills and abilities.

The Creative Curriculum is based on sound child development research, which tells what to expect of children at a given stage of development. The instruction is based on observing and documenting what children do and say. Creative Curriculum structures the environment and activities based on children's cognitive development.

The following are weekly curricula that are documented on the lesson plans with activities that are implemented into the classroom:

*Creative Curriculum*

<i>Mental Health:</i>	<i>Second Step/I Love You Rituals</i>
<i>Nutrition:</i>	<i>Food Groupies/ I am Learning I am Moving</i>
<i>Dental Health:</i>	<i>Bright Smiles, Bright Futures</i>
<i>Language:</i>	<i>Peabody Language</i>
<i>Literacy:</i>	<i>STEP Manual/Simply Phonics, Simply Reading/Creative Curriculum Literacy</i>
<i>Math:</i>	<i>Creative Curriculum Mathematics</i>
<i>Health &amp; Safety:</i>	<i>Pedestrian /Bus Safety Resources</i>

The curriculum is implemented by establishing a climate that supports and nurtures growth and learning, by providing staff with the materials they need. On-going monitoring ensures the curriculum is being implemented effectively and appropriately.

The major goals of the curriculum for children's development are documented fully in the Curriculum Plan. (Refer to Washita Valley Curriculum Plan)

### **Screening and Child Assessment System**

Washita Valley CAC Head Start Agency uses the Brigance Preschool Screening tool as well as the Brigance Social/Emotional Screen; it is administered within 30 days of the child's first day of attendance. The teachers and management staff review these scores. Referrals are made as needed.

Our assessment system is based on a valid and reliable instrument. Teaching Strategies GOLD offers a strength based approach giving our teaching staff the tools to collect information and analyze children's progress as a part of demonstrating program outcomes and management accountability. It demonstrates the learning progression in each developmental area from birth to kindergarten.

The Creative Curriculum goals and objectives cover the Head Start 11 domains, required domain elements and indicators. This system allows teachers to conduct actual assessments based on observations taken during every day classroom activities.

The Teaching Strategies GOLD Assessment System includes four components.  
1) Observation 2) Documentation 3) Progress Checkpoints 4) Planning

The Class Profile is used to record progress made by each child and assist in tracking the group as a whole. The Class Profile correlates to the Child Outcomes Framework, which includes the child outcome domains. Weekly objectives are planned using the Classroom Summary Profile, which allows teachers to track individual children's progress at each of the three check points. The teachers may refer to the Observation Objective Report to keep on task to ensure all 38 goals and objectives have been met. Daily observations are written by teaching staff to support the implementation of the curriculum planned objectives. Teaching staff may also refer to the Developmental Area Report to assist them.

At the end of each checkpoint, the Family Conference Form is completed and shared with parents/guardians at home visit/ parent teacher conference. Classroom staff will complete the child's Summary of Developmental Progress section and together with parents input, the child's next step section is planned. Home activities, which support next steps, are added to the form.

Teaching staff show children's progress using a portfolio system. The portfolio system includes; literacy, language, math, science, personal & social, letter identification, self-portrait, name writing sample, gross motor, and fine motor. Each child's portfolio will contain a variety of entries. Self-portrait and name writing samples are gathered one sample per checkpoint, three times a year. Each portfolio sample must support the on-going assessment planned objective.

### **Training Plan**

Washita Valley CAC Head Start provides training for teachers as needed. Child Outcome procedures are reviewed and hands-on activities are provided to ensure staff understand and are able to implement all requirements. Pre-Service training is provided in July/August of each year. Education topics are presented to support Child Outcome domains, as well as areas identified by the Teaching Strategies GOLD report. Individual and small group training is provided as needed to enhance and improve teacher Child Outcome knowledge and skills. The training agenda's are found in the Training guides.

### **Family Involvement in Children's Progress**

We invite families to share their own observations and identify objectives that are important to them. The classroom staff conducts home visits/ parent conferences with each family to discuss their child's screening and assessment results at the end of each checkpoint along with the child's Family Conference Form results. Classroom staff completes the Child's Summary Developmental Progress with parental/guardian input. The next step section is then planned. The parents/guardians are also encouraged to give their input on the weekly lesson plan. To document this, the parent/guardian will sign the lesson plan.

### **Collection of Child Outcomes Data**

The collection of information from the data enables the staff to plan and make changes to their environment. We collect data by parental input, observations documented by the teaching staff, portfolio samples. The collection of data is ongoing. By conducting daily observations and documenting them on observation notes as well as collecting work samples, the staff then scores them on the individual child progress checkpoint. The child's progress is updated regularly. Three times a year each child's progress is finalized and recorded.

The Education manager is responsible for monitoring the preceding tasks, with the assistance of the Mentor teacher. Washita Valley CAC Head Start will continue to implement the Child Outcomes Framework throughout each school year. The Education Manager and Mentor Teacher will monitor all child outcome data. Reports will be generated from the data entered for program self-assessment information, reporting to the

Policy Council, Governing Board, and training purposes. The Education Manager will individualize classroom staff training according to reports from the Head Start Director, other Managers, and Mentor Teacher input. The child outcome data will be compiled three times a year for analysis.

### **Synthesis of Child Outcomes Data**

#### **Teaching Strategies GOLD**

The computer program combines and analyzes the data in a systematic manner. The GOLD computer program is used to gather and analyze the child outcome data. A report is generated and analyzed. The analysis is presented to the Policy Council and Governing Board. The analysis report includes patterns of development, areas of achievement, and training needs.

The Teaching Strategies GOLD report and analysis is included in our program self-assessment. A report is written and strategies are listed to improve data results. A copy of the report becomes an official part of the self-assessment findings.

### **Analysis of Child Outcomes Data**

The Child Outcomes data will be analyzed by the Education Manager, Mentor Teacher, and Head Start Director. Utilizing the results, Washita Valley CAC Head Start can monitor the effectiveness of the 11 domains of learning and development, while identifying program strengths and weaknesses to prepare for children for school readiness. We are seeking information concerning needed materials, equipment, and staff training necessary to support children's growth toward school readiness skills. We expect data analysis to indicate areas in need of improvement and to identify those areas where Washita Valley CAC Head Start has successfully prepared children to excel in learning.

### **On-going Monitoring**

The Education Manager will monitor classrooms using the ongoing monitoring checklist form.

The classroom staff plans individual child's objectives weekly using the Class Profile and the Developmental Area Report. The classroom staff tracks each child's progress using the reports listed above, and the observation notations. The classroom staff implements the portfolio system to correlate with the curriculum objectives and child outcomes.

## **Use of Child Outcomes Data Results**

Washita Valley CAC Head Start will use the data analysis and data results to enhance staff training, mentoring, improvements in curriculum and reallocation of program resources. The results of data on child outcomes will enhance working with community partners, such as assisting in planning for transition of children from Head Start into public school. The results of the data will also enable the program to ensure we are providing a suitable, well-balanced learning environment to foster growth in each of the domain areas of the Outcomes Framework and school readiness.

## **Reporting Data Results**

The Child Outcomes report is generated at the end of each check point that supports the 11 domains including mandated areas. Copies of the Child Outcomes report and analysis are given to the Head Start Director, Managers, and teachers. The Education Manager will then present analysis report of GOLD data to Policy Council and Governing Board. The Education committee members will meet as needed to discuss the effectiveness of the procedures, which include Center Directors, Mentor Teacher, Classroom Staff and Managers.

## **Integration of the Child Outcomes Initiative into Program Self-Assessment**

The Self-Assessment will include a child outcome data report, which contributes to improving the program quality. Reviewing the report enables us to plan staff training on topics needed to ensure improvements in the curriculum and learning environment. The report enables the program to set and implement short and long term goals as well as school readiness skills.

## **What Child Outcomes means to us:**

Washita Valley CAC Head Start defines specific responsibilities, based on our local planning efforts. This effort in assessing and using child outcomes data means.

- >Continuing to collect information on child's individual characteristics, progress, and accomplishments.
- >Continuing to use ongoing assessment information to improve curriculum implementation and individualized learning experiences.
- >Continuing to communicate with families.
- >Continuing to improve program quality.