

**MEO HEAD START
SCHOOL READINESS GOALS FOR PROGRAM YEAR 2023-24
CHECKPOINT #3 - SPRING AND END OF YEAR SUMMARY**

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: APPROACHES TO LEARNING (AL)	
SCHOOL READINESS GOALS: <ul style="list-style-type: none"> • Children attempt different strategies to complete work or solve problems with other children. • Children are able to hold small amounts of information in mind, such as two-step directions, to successfully complete simple tasks. 	
Teaching Strategies GOLD Child Outcomes indicators:	11c: Solves problems 12a: Recognizes and recalls
Head Start Early Learning Outcomes Framework (ELOF) Indicators:	Sub-Domain: COGNITIVE SELF-REGULATIONS (EXECUTIVE FUNCTIONING) GOAL: Child demonstrates flexibility in thinking and behavior. Sub-Domain: COGNITIVE SELF-REGULATIONS (EXECUTIVE FUNCTIONING) GOAL: Child holds information in mind and manipulates it to perform tasks.
Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:	Strand: Learning Approaches; Topic: Problem Solving Strand: Learning Approaches; Topic: Reflection and Interpretation
MEASURABLE OUTCOMES: <ul style="list-style-type: none"> • 85% of children will meet the appropriate age range by Checkpoint 2. • 95% of children will meet the appropriate age range by Checkpoint 3. FALL 2023/24 BASELINE (Checkpoint 1): % of total #of enrolled students (121) <ul style="list-style-type: none"> • 11c: 48 / 34% • 12a: 44 / 36% WINTER (Checkpoint 2): % of total #of enrolled students (144)	

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<ul style="list-style-type: none"> • 11c: 112 / 78% • 12a: 106 / 74% <p>SPRING (Checkpoint 3): % of total #of enrolled students (160)</p> <ul style="list-style-type: none"> • 11c: 124/ 78% • 12a: 122/ 76%
<p>SUMMARY: There was an increase in enrollment during checkpoint #3. There is a small increase presented in recognizing and recalling information.</p>

HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN: SOCIAL AND EMOTIONAL DEVELOPMENT (SED)	
SCHOOL READINESS GOALS:	
<ul style="list-style-type: none"> • Children will form relationships with adults • Children will use basic problem-solving skills to resolve conflicts with other children. 	
Teaching Strategies GOLD Child Outcomes indicators:	<p>2a: Forms relationships with adults</p> <p>3b: Solves social problems</p>
Head Start Early Learning Outcomes Framework (ELOF) Indicators:	<p>Sub-Domain: RELATIONSHIPS WITH ADULTS GOAL: Child engages in and maintains positive relationships and interactions with adults.</p> <p>Sub-Domain: RELATIONSHIPS WITH ADULTS GOAL: Child engages in prosocial and cooperative behavior with adults.</p> <p>Sub-Domain: RELATIONSHIPS WITH OTHER CHILDREN GOAL: Child uses basic problem-solving skills to resolve conflicts with other children.</p>
Hawai'i Early Learning and Developmental	<p>Strand: Social Development; Topic: Interactions with Adults and Interactions with Peers</p> <p>Strand: Emotional Development; Topic: Emotional Expression</p>

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Standards (HELDS) Indicators:	
<p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> • 85% of children will meet the appropriate age range by Checkpoint 2. • 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2023/24 BASELINE (Checkpoint 1): % of total #of enrolled students (121)</p> <ul style="list-style-type: none"> • 2a: 41 / 34% • 3b: 36 / 30% <p>WINTER (Checkpoint 2): % of total #of enrolled students (144)</p> <ul style="list-style-type: none"> • 2a: 107 / 74% • 3b: 78 / 54% <p>SPRING (Checkpoint 3): % of total #of enrolled students (160)</p> <ul style="list-style-type: none"> • 2a: 138 / 86% • 3b: 119 / 74% 	
<p>SUMMARY: Children increased skill development in this domain. Significant growth is observed in solving social problems. This is helpful for children, especially those transitioning to kindergarten.</p>	

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:
LANGUAGE AND COMMUNICATION (LC)**

SCHOOL READINESS GOAL:

- Children can recall a past experience or a location visited and provide descriptions when prompted.
- Children can understand and respond verbally and non-verbally to increasingly longer sentences, simple questions, and stories.

**Teaching Strategies
GOLD Child Outcomes
indicators:**

**9d: Tells about another place and time
10a: Engages in conversations**

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<p>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</p>	<p>Sub-Domain: ATTENDING AND UNDERSTANDING GOAL: Child attends to communication and language from others.</p> <p>Sub-Domain: ATTENDING AND UNDERSTANDING GOAL: Child understands and responds to increasingly complex communication and language from others.</p> <p>Sub-Domain: VOCABULARY GOAL: Child shows understanding of word categories and relationships among words.</p>
<p>Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:</p>	<p>Strand:Speaking and Listening; Topic: Comprehension and Collaboration Strand:Speaking and Listening; Topic: Presentation of Knowledge and Ideas</p>
<p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> ● 85% of children will meet the appropriate age range by Checkpoint 2. ● 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2023/24 BASELINE (Checkpoint 1): % of total #of enrolled students (121)</p> <ul style="list-style-type: none"> ● 9d: 47 / 39% ● 10a: 50 / 41% <p>WINTER (Checkpoint 2): % of total #of enrolled students (144)</p> <ul style="list-style-type: none"> ● 9d: 112 / 78% ● 10a: 92 / 64% <p>SPRING (Checkpoint 3): % of total #of enrolled students (160)</p> <ul style="list-style-type: none"> ● 9d: 118 / 74% ● 10a: 124 / 78% 	
<p>SUMMARY: Children increased in the skill of engaging in conversations, and advanced slightly in telling about another place and time.</p>	

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**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:
LITERACY (L)**

SCHOOL READINESS GOALS:

- With support, children can distinguish when two words rhyme and when two words begin with the same sound.
- Children can recognize and name at least half of the letters in the alphabet, including letters in their own name (first name and last name).
- Children’s early writing represents information and can be retold by the child as a story or idea.

**Teaching Strategies
GOLD Child Outcomes
indicators:**

**15a: Notices and discriminates rhyme
16b: Uses letter-sound knowledge
19b: Writes to convey ideas and information**

**Head Start Early
Learning Outcomes
Framework (ELOF)
Indicators:**

Sub-Domain: PHONOLOGICAL AWARENESS
GOAL: Child demonstrates awareness that spoken language is composed of smaller segments of sound.

Sub-Domain: PRINT AND ALPHABET KNOWLEDGE
GOAL: Child identifies letters of the alphabet and produces correct sounds associated with letters

Sub-Domain: WRITING
GOAL: Child writes for a variety of purposes using increasingly sophisticated marks.

**Hawai’i Early Learning
and Developmental
Standards (HELDS)
Indicators:**

Strand:Reading Foundation; Topic: Phonological Awareness
Strand:Reading Foundation; Topic: Phonics and Word Recognition
Strand: Writing; Topic: Text Types and Purposes

MEASURABLE OUTCOMES:

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- 85% of children will meet the appropriate age range by Checkpoint 2.
- 95% of children will meet the appropriate age range by Checkpoint 3.

FALL 2023/24 BASELINE (Checkpoint 1): % of total #of enrolled students (121)

- 15a: 31 / 26%
- 16b: 59 / 49%
- 19b: 41 / 34%

WINTER (Checkpoint 2): % of total #of enrolled students (144)

- 15a: 66 / 46%
- 16b: 74 / 51%
- 19b: 80 / 55%

SPRING (Checkpoint 3): % of total #of enrolled students (160)

- 15a: 96 / 60%
- 16b: 89 / 56%
- 19b: 105 / 66%

SUMMARY: Children progressed in all areas within this domain. Children showed the highest progress in notices and discriminates rhymes. This is a critical skill needed for early literacy and pre-reading.

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:
MATHEMATICS DEVELOPMENT (MD)**

SCHOOL READINESS GOALS:

- Children can understand spatial vocabulary and follow directions involving their own position in space, such as “Move to the front of the line.”
- Children can identify, describe, compare, and compose shapes.

Teaching Strategies
GOLD Child Outcomes
indicators:

21a: Understands spatial relationships
21b: Understands shapes

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Head Start Early Learning Outcomes Framework (ELOF) Indicators:	Sub-Domain: GEOMETRY AND SPATIAL SENSE GOAL: Child explores the positions of objects in space. Sub-Domain: GEOMETRY AND SPATIAL SENSE GOAL: Child identifies, describes, compares, and composes shapes.
Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:	Strand: Mathematics and Numeracy; Topic: Geometry
<p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> ● 85% of children will meet the appropriate age range by Checkpoint 2. ● 95% of children will meet the appropriate age range by Checkpoint 3. <p>FALL 2023/24 BASELINE (Checkpoint 1): % of total #of enrolled students (121)</p> <ul style="list-style-type: none"> ● 21a: 43 / 36% ● 21b: 57 / 47% <p>WINTER (Checkpoint 2): % of total #of enrolled students (144)</p> <ul style="list-style-type: none"> ● 21a: 82 / 57% ● 21b: 98 / 68% <p>SPRING (Checkpoint 3): % of total #of enrolled students (160)</p> <ul style="list-style-type: none"> ● 21a: 110 / 69% ● 21b: 103 / 64% 	
<p>SUMMARY: Children showed progress in understanding spatial relationships (up, down, inside, outside, etc). There was a slight increase in the number of children that understand shapes, however the higher enrollment of children represented a percentage decrease.</p>	

**HEAD START EARLY LEARNING OUTCOMES FRAMEWORK DOMAIN:
SCIENTIFIC REASONING (SR)**

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SCHOOL READINESS GOAL:	
<ul style="list-style-type: none"> Children can make simple predictions and ask relevant questions when prompted. 	
Teaching Strategies GOLD Child Outcomes indicators:	24. Uses scientific inquiry skills
Head Start Early Learning Outcomes Framework (ELOF) Indicators:	Sub-Domain: REASONING AND PROBLEM- SOLVING GOAL: Child asks a question, gathers information, and makes predictions.
Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:	Strand: Science; Topic: Scientific and Engineering Practices
MEASURABLE OUTCOMES: <ul style="list-style-type: none"> 85% of children will meet the appropriate age range by Checkpoint 2. 95% of children will meet the appropriate age range by Checkpoint 3. 	
FALL 2023/24 BASELINE (Checkpoint 1): % of total #of enrolled students (121) <ul style="list-style-type: none"> 24: 4 / 3% 	
WINTER (Checkpoint 2): % of total #of enrolled students (144) <ul style="list-style-type: none"> 24: 43 / 30% 	
SPRING (Checkpoint 3): % of total #of enrolled students (160) <ul style="list-style-type: none"> 24: 95 / 59% 	
SUMMARY: Children increased their skill of using scientific inquiry skills significantly.	

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PERCEPTUAL, MOTOR AND PHYSICAL DEVELOPMENT (PMPD)	
SCHOOL READINESS GOALS: <ul style="list-style-type: none"> • Children can position their body weight to balance on one leg or use a balance beam or similar tool successfully. • Children can perform simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. 	
Teaching Strategies GOLD Child Outcomes indicators:	5: Demonstrates balancing skills 6: Demonstrates gross motor manipulative skills
Head Start Early Learning Outcomes Framework (ELOF) Indicators:	Sub-Domain: GROSS MOTOR Goal: Child demonstrates control, strength, and coordination of large muscles. Sub-Domain: FINE MOTOR GOAL: Child demonstrates increasing control, strength, and coordination of small muscles.
Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:	Strand: Motor Development; Topic: Gross Motor Skills and Fine Motor Skills
MEASURABLE OUTCOMES: <ul style="list-style-type: none"> • 85% of children will meet the appropriate age range by Checkpoint 2. • 95% of children will meet the appropriate age range by Checkpoint 3. FALL 2023/24 BASELINE (Checkpoint 1): % of total #of enrolled students (121) <ul style="list-style-type: none"> • 5: 102 / 84% • 6: 89 / 74% WINTER (Checkpoint 2): % of total #of enrolled students (144) <ul style="list-style-type: none"> • 5: 136 / 94% 	

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<ul style="list-style-type: none"> ● 6: 127 / 88% <p>SPRING (Checkpoint 3): % of total #of enrolled students (160)</p> <ul style="list-style-type: none"> ● 5: 157 / 98% ● 6: 151 / 94%
<p>SUMMARY: Children enrolled in MEO Head Start excel in motor skills, especially in balancing skills.</p>

ADDITIONAL DOMAINS: SOCIAL STUDIES AND ARTS	
<p>SCHOOL READINESS GOALS:</p> <ul style="list-style-type: none"> ● Children demonstrates knowledge in simple geographic terms ● Children can use expression through musical concepts 	
<p>Teaching Strategies GOLD Child Outcomes indicators:</p>	<p>32: Demonstrates simple geographic knowledge 34: Explores musical concepts and expression</p>
<p>Head Start Early Learning Outcomes Framework (ELOF) Indicators:</p>	<p>These domains are embedding into other areas in development as referenced within this document.</p>
<p>Hawai'i Early Learning and Developmental Standards (HELDS) Indicators:</p>	<p>Strand: Social Studies; Topic: Geography Strand: Creative Arts Expression and Representation; Topic: Musical</p>
<p>MEASURABLE OUTCOMES:</p> <ul style="list-style-type: none"> ● 85% of children will meet the appropriate age range by Checkpoint 2. ● 95% of children will meet the appropriate age range by Checkpoint 3. 	

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FALL 2023/24 BASELINE (Checkpoint 1): % of total #of enrolled students (121)

- 32: 9 / 7%
- 34: 31 / 26%

WINTER (Checkpoint 2): % of total #of enrolled students (144)

- 32: 65 / 45%
- 34: 66 / 46%

SPRING (Checkpoint 3): % of total #of enrolled students (160)

- 32: 89 / 56%
- 34: 107 / 67%

SUMMARY: All children increased knowledge in geographic knowledge and musical expression.