

Small Steps Nurturing Center

Goals	Objectives for Students	Actions for Small Steps	Evaluation Metrics	Progress Towards Goals
<p>1. Students will experience an intellectually stimulating environment, which allows each child to reach his or her academic potential and be prepared for elementary school.</p>	<ul style="list-style-type: none"> ▪ Be immersed in language and vocabulary building experiences. ▪ Be challenged to practice problem solving skills. ▪ Acquire developmentally appropriate skills to be prepared for elementary school. ▪ Be taught in an environment that fosters “play with a purpose.” ▪ Parents will be aware of academic options for elementary school and methods for enrolling in most appropriate school. 	<ul style="list-style-type: none"> ▪ Hire and retain highly qualified, committed teachers. ▪ Invest in Continuing Education and develop personal growth plans for each teacher . ▪ Test students at three points during the program to assess their cognitive, academic, social and emotional abilities, diagnose delays, and measure progress (Evaluations done by Education Specialists, LLC). ▪ Form partnerships with area elementary schools to help place our students in the most effective school environment. ▪ Provide speech therapy for qualifying students. ▪ Implement a project approach to learning with a rich curriculum. ▪ Set up classrooms as centers. ▪ Share resources and ideas with collaborative partners. 	<ul style="list-style-type: none"> ▪ Teacher:student ratio ▪ Teacher retention ▪ Teacher achievement of personal growth plan ▪ Teacher qualifications and training ▪ Progression of collaborative relationships ▪ Student’s developmental progression ▪ Is student’s Kindergarten achievement greater than aptitude? ▪ First grade placement success ▪ NAEYC Accreditation ▪ Qualitative metrics 	<ul style="list-style-type: none"> ▪ Teacher:student ratio is approximately one:seven. ▪ Teacher retention is high, at an average of 98% over the last 3 years. ▪ All of our teachers achieved their personal growth plans in 2009-10. ▪ The lead teacher in each classroom is required to have at least a bachelor’s degree in an early childhood related field. ▪ 30 hours of professional development, directly pertaining to early childhood education, are required each year for all teachers and teacher assistants. ▪ Good progress with collaborative partners: Rice School Literacy & Culture Project, Neuhaus Education Center, and Special Education Partners. ▪ Our teachers and our curriculum are effective in preparing our students for first grade. ▪ The 2009-2010 Kindergarten exit evaluation results showed school readiness significantly higher than that predicted by aptitude alone. ▪ 74% of Small Steps’ graduates over the past four years have entered magnet programs or enrolled in TEA recognized elementary schools. ▪ Small Steps was successfully reaccredited in 2009 by NAEYC, an achievement only reached by the top 6% of Houston’s schools and 4% of schools in Texas.
<p>2. Students will experience a safe, nurturing, healthy atmosphere.</p>	<ul style="list-style-type: none"> ▪ Be provided with complete, balanced diet. ▪ Feel physically secure and comfortable. ▪ When needed, parents will be assisted with access to medical care. 	<ul style="list-style-type: none"> ▪ Provide a high-quality Nutrition Program: two meals and a snack daily. ▪ Provide secure, attractive facilities. ▪ Maintain predictable schedules for students. ▪ Provide safe transportation in staff-driven vans. ▪ Provide social services support and references to families. ▪ Provide CPR training for all staff. ▪ Perform vision and hearing screening for Pre-K and Kindergarten students. ▪ Provide Dental Hygiene education for students. 	<ul style="list-style-type: none"> ▪ Nutrition program: number of meals and snacks served ▪ Is physical space adequate and attractive? ▪ Availability of social service support ▪ Number of staff trained in CPR ▪ Qualitative metrics 	<ul style="list-style-type: none"> ▪ Served over 36,824 meals and 15,079 snacks to students in 2009-2010 school year. ▪ A 6,000 square foot building in Houston’s First Ward and a 9,000 square foot building in Houston’s Fifth Ward provide safe and secure physical spaces for our students. ▪ Social service support and references for families are available and utilized. ▪ 100% of program staff are trained in CPR.

Small Steps Nurturing Center

Goals	Objectives for Students	Actions for Small Steps	Evaluation Metrics	Progress Towards Goals
<p>3. Students will express needs and engage in positive interactions with peers and adults.</p>	<ul style="list-style-type: none"> ▪ Develop healthy self esteem. ▪ Observe and engage with positive role models. ▪ Have access to mental health professionals. ▪ Learn to recognize and verbalize feelings. ▪ Practice self-regulation. 	<ul style="list-style-type: none"> ▪ Implement Small Steps' SET for Life program, which, along with high-quality and caring staff, ensures an attention to students' emotional well-being and their exposure to positive adult role models in their lives. ▪ Engage children in primary teacher relationships. ▪ Implement storytelling/dictation program. ▪ Give each child a handshake at door and eye contact in their morning greeting. ▪ Put on special events for families. ▪ Engage volunteers in the program. 	<ul style="list-style-type: none"> ▪ Number of children seen in individual play therapy and in play groups ▪ Number of volunteer hours ▪ Number of children and families at special events ▪ Qualitative metrics 	<ul style="list-style-type: none"> ▪ In the 2009-2010 school year, 27 children were seen in individual play therapy and an additional 27 children were seen in play group therapy. ▪ In the 2009-2010 school year, 771 volunteers spent 4,048 hours volunteering at Small Steps. ▪ 82 families participated in education or family events in 2009-2010.
<p>4. Students will feel loved and know that God created something special about each person.</p>	<ul style="list-style-type: none"> ▪ Experience respectful interactions between members of the community. ▪ Gain awareness of unique individual gifts & talents. ▪ Develop moral code through exposure to Bible stories. ▪ Be encouraged to take risks and share ideas. 	<ul style="list-style-type: none"> ▪ Provide Buddy (one-on-one volunteer) Program for students. ▪ Implement <i>Godly Play</i> chapel curriculum into the program. ▪ Participate in fine arts (drama, music, dance) collaborations. ▪ Commit to holding individuals in high regard and treating each child and parent as children of God. 	<ul style="list-style-type: none"> ▪ Number of students in Buddy program ▪ Family surveys of Small Steps ▪ Utilization of collaborative relationship ▪ Student participation in fine arts ▪ Qualitative metrics 	<ul style="list-style-type: none"> ▪ Of the targeted group, 70% had buddies in 2009-2010. Finding buddies for all of our targeted students is a major goal for 2010-2011. ▪ 2009-2010 family surveys of Small Steps were very strong. ▪ Collaborations with the Museum of Fine Arts Houston (fine arts) A.D. Players (drama), Joe Romano (music), Lydia Hance (dance) and Kaeli Holland (art) enhance the Small Steps program. ▪ Three weekly classes ranging from music, movement, art and drama available all year. Kindergarten students participated in an art project, which is on display at the MFA-Houston.

Small Steps Nurturing Center

Goals	Objectives for Students	Actions for Small Steps	Evaluation Metrics	Progress Towards Goals
<p>5. Families will be nurtured and engaged as the primary teachers of their children.</p>	<ul style="list-style-type: none"> ▪ Parents will develop trust in and relationship with Small Steps and be able to communicate considerations about their child’s education. ▪ Students will experience the presence of teachers in their home and the presence of their parents at school. ▪ Students will increase their ability to get appropriate attention and support from parents through using language to get their needs met. 	<ul style="list-style-type: none"> ▪ Hold monthly and weekly Parent Education Program opportunities ▪ Put on field trips geared towards families ▪ Visit families and children in their homes twice a year ▪ Train and hire parents as Small Steps staff ▪ Provide SET for Life training for families ▪ Provide Special Education advocacy if needed ▪ Provide Food Bank nutrition education Facilitate parent engagement in child development through the at-home Ages & Stages evaluation 	<ul style="list-style-type: none"> ▪ Family surveys of Small Steps ▪ Completion of tuition hours ▪ Participation in Parent Education and/or special events ▪ Student attendance ▪ Student retention ▪ Number of parents trained in SET ▪ Qualitative metrics: parent interest and relationship with Small Steps 	<ul style="list-style-type: none"> ▪ 2009-2010 family surveys of Small Steps were very strong. ▪ An average of 12.5 tuition hours per family were completed, with 90% completing at least 10 tuition hours. ▪ 82 families participated in education or family events in 2009-2010. ▪ Each of our 82 families participated in an average of 4 Parent Education events in 2009-2010. ▪ In 2010, Small Steps expanded their family services to include: a weekly “Baby and Me” class that focuses on the value of parent-child interaction and bonding, a weekly evidence-based curriculum class called “Child-Parent Relationship,” and a weekly support group and Bible study for parents through His Father’s Heart. ▪ 40 children participated in the on-campus after-school program provided by the YMCA in 2009-2010. ▪ Student attendance: 89.3% ▪ Student retention: 91% ▪ Over half of our families receive training in SET for Life through participation in Parent Education events and parent meetings. ▪ Many of our families turn to Small Steps in times of need due to deep relationships with teachers and staff. Small Steps serves as a support network in times of family crisis, and often deals with issues such as domestic violence, incarceration, parental