



Community Care Network  
**Rutland Community Programs**

Rutland County Head Start  
Child Outcomes Report  
2017-2018 Program Year

1<sup>st</sup> Checkpoint

Fall 2017

**Rutland County Head Start Education Highlights**  
**Fall 2017 Checkpoint Period**  
**November 2017**

**Widely Held Expectations**

- For the fall 2017 checkpoint period, assessment data was collected on 99 children. Data is reflective of the five Meadow Street classrooms, three Rutland City EEE collaborative classrooms, Children’s Discovery Center for Early Learning, and one classroom in the Bennington-Rutland Supervisory Union. 86 objectives in the Teaching Strategies GOLD assessment system were used to report children’s development and learning. 33% of the 99 children assessed are on IEP’s and receive special education services.
- Our greatest areas of strength are noted in Physical, with 58% of our children meeting-exceeding Widely-Held Expectations (WHE), and in Social/Emotional with 46% meeting-exceeding WHE. With 73 children off to Kindergarten before the 2017-2018 program year began, there is a large mix of new children. It is interesting to note that last year at the spring checkpoint period, Physical was at 41% meeting-exceeding WHE and Social/Emotional was 44% meeting-exceeding WHE.
- We focused attention on assisting teachers (seven new lead teachers) to develop reliable assessments that mitigate inter-rater variances through one-on-one and small group discussions related to: observing and collection of facts through observation & documentation, analyzing and responding to children by considering their skills in relation to specific objectives, and evaluating and comparing children’s skills and behaviors to research based indicators. It is imperative that the teachers can summarize what they know about the children so that they can plan experiences and communicate with others. We will continue this concentration throughout the school year by ensuring our teachers have access to off-site professional development opportunities.
- For the winter 2017-2018 checkpoint period, mathematics is going to be our area of focus with 28% of our children meeting-exceeding Widely Held Expectations in this area. In the fall 2017, we collaborated with Wonderfeet Kids’ Museum providing a Higher Order Cognitive Training along with an introduction to STEM kits. Wonderfeet created STEM kits: Force & Motion; Light, Shadow & Sound and Engineering to support teachers to differentiate instruction for individual child planning and goal setting. Each kit has hands on materials, resource and investigation that foster children’s curiosity and inspires exploration.

- Widely Held Expectations for Science & Technology, Social Studies and the Arts have not yet been developed. Teachers score these areas by using the following: “not yet observed”, “emerging” and “meets program expectations”. The majority of our children are “emerging” or “meeting program expectations” in these areas.
  
- School Readiness Objectives have been developed with Lead Teacher and parent input. A parent survey was conducted in October 2017 to obtain information on what school readiness skills are important to them for their children.
  
- Teachers will place emphasis on the following readiness objectives:
  1. Children will regulate their own emotions and behaviors. (Manage feelings & follow limits/expectations)
  2. Children will demonstrate positive approaches to learning. (Attends & engages)
  3. Children will remember and connect experiences. (Makes connections)
  4. Children will listen to and understand increasingly complex language (Follow directions)
  5. Children will comprehend and respond to books and other texts (Interacts during read-alouds & book conversations)
  6. Children will demonstrate physical skills. (Demonstrate traveling skills)
  7. Children will demonstrate fine motor strength and coordination. (Uses fingers & hands)
  8. Children will demonstrate knowledge of the alphabet. (Writes name)
  9. Children will explore and describe spatial relationships and shapes. (Understand spatial relationships & demonstrate knowledge of patterns)

## Rutland County Head Start 2017-2018 School Readiness Goals and Child Outcomes

Rutland County Head Start's School Readiness Goals were designed by a team of Lead Teachers, Early Education Classroom Coordinators, Policy Council and the Education Program Manager. The following tools were referenced in this design: Vermont Head Start Association School Readiness Goals 2012; Vermont Early Learning Standards; Head Start Child Development and Early Learning Outcomes Framework; National Association for the Education of Young Children (NAEYC) Standards and Criteria; Creative Curriculum for Preschool; and Teaching Strategies GOLD Snapshot reports. Through a collaborative effort of parents, teachers, family support staff and collaborative partners, we believe in preparing children to be ready for school and experience success as lifelong learners.

We believe that family partnership is the cornerstone of our program's commitment to advocate for children's development and school readiness.

### School Readiness Goals

**Social Emotional Development:** Children will develop the skills necessary to foster secure attachments with adults, maintain healthy relationships, regulate behavior and emotions, and develop a healthy concept of personal identity. Children will participate fully in learning experiences and form positive relationships with teachers and peers.

**Approaches to Learning:** Children will develop a sense of wonder, a willingness to participate, persist in their efforts, and have the ability to connect past learning to new situations.

**Literacy/Language Development:** Children will increase their language and communication skills by engaging in meaningful experiences that require them to effectively express their ideas and feelings, listen, and understand others. Children will understand basic concepts about books or other media, the alphabet, and letter-sound relationships.

**Physical Health and Development:** Children will develop early health habits to support physical well-being, use of their bodies, muscle control, appropriate nutrition, exercise, hygiene and safety practices.

**Cognitive/General Knowledge:** Children will develop mathematical thinking skills to logically solve problems and make connections in the world around them. Children will expand their curiosity and motivation to learn by asking questions, making observations and building on natural experiences.

Child and overall program progress are assessed on an ongoing basis and data is analyzed three times per year. Through data analysis and outcomes evaluation, program improvement plans are developed accordingly to achieve school readiness goals.

**Assessment Results & Progress Key:**

B = Below widely held expectations

M = Meets widely held expectations

E = Exceeds widely held expectations



School Readiness Objectives 2017-2018	Alignment with GOLD	Strategies & Implementation	Family Engagement Strategies	Assessment Results & Progress 2017-2018 Program Year	Comments																																
<p><b>Domain: Approaches to Learning</b></p> <ul style="list-style-type: none"> <li>➤ Children will have ample time, space, and a variety of interesting materials to explore &amp; discover.</li>   <li>➤ Children will use their existing knowledge and new experiences to enhance their learning.</li> </ul>	<p>11a. Attends and engages</p> <p>12b. Makes connections</p>	<p>Teachers will individualize children's learning based on their interests.</p> <p>Teachers will provide opportunities for children to make choices from interesting materials that are familiar and challenging to remain positively engaged.</p> <p>Teachers will take time to answer "why" questions, offering explanations that the child can understand.</p> <p>Teachers will demonstrate and explain how different experiences relate.</p> <p>Teachers will give cues involving many senses to help children remember and learn particular information.</p> <p>Teachers will plan engaging activities to ensure active involvement in transitions.</p> <p>Teachers will complete home visits and PTC's at the Wonderfeet Kids' Museum.</p>	<p><b>Families as Life Long Educators</b></p> <p>Strengthening Families Parent Training Coffee Socials</p> <p>Families will gain an understanding of Early Childhood Development through parent training, home visits and PTC's.</p> <p>Educational handouts will be distributed by teachers at PTC's and Home Visits. Individualized educational and developmental goals are developed with families.</p> <p>Kindergarten Families will receive a pass to Wonderfeet Kids' Museum.</p>	<table border="1" data-bbox="1297 407 1709 644"> <thead> <tr> <th>11a</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>46%</td> <td>50%</td> <td>4%</td> </tr> <tr> <td>Winter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1" data-bbox="1297 878 1709 1115"> <thead> <tr> <th>12b</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>52%</td> <td>48%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	11a	B	M	E	Fall	46%	50%	4%	Winter				Spring				12b	B	M	E	Fall	52%	48%	0%	Winter				Spring				<p>Work with teachers to incorporate STEM activities and experiences in classroom plans.</p> <p>Wonderfeet Kids Museum provided STEM kits for each classroom to use for two weeks rotating three kits for each classroom. The three kits were: Engineering, Light and Shadow and Ramps and Pathways.</p> <p>CLASS will be conducted once a year.</p> <p>CLASS instructional learning formats training for teaching staff in December 2017.</p>
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<p><b>Domain: Literacy/Language Development</b></p> <ul style="list-style-type: none"> <li>➤ Children will develop skills in listening and expression.</li>   <li>➤ Children will be provided many opportunities to hear and use language.</li> </ul>	<p>8b. Follows directions</p> <p>18a. Interacts during read-alouds and book conversations</p>	<p>Teachers will provide opportunities for children to increase their language skills by following simple and multi-step directions.</p> <p>Teachers will use picture schedules to assist children in following directions.</p> <p>Teachers will talk often with children, using rich language to describe objects, events and people in their environment.</p> <p>Teachers will serve as a good speech model for children by speaking slowly and modeling correct grammar.</p> <p>Teachers will provide opportunities for children to talk about stories before and after they are read.</p> <p>Teachers will encourage children to ask questions and make predictions.</p>	<p><b>Families as Life Long Educators</b></p> <p>Families will gain an understanding of language and literacy development so they can assist their children in increasing their expressive/receptive language skills.</p> <p>Families are referred to local public libraries.</p> <p>Family Literacy Night</p> <p>Families will utilize community supports and resources related to literacy and language development.</p> <p>Support families in working toward their own literacy goals.</p>	<table border="1" data-bbox="1297 378 1705 638"> <tr><td>8b</td><td>B</td><td>M</td><td>E</td></tr> <tr><td>Fall</td><td>42%</td><td>58%</td><td>0%</td></tr> <tr><td>Winter</td><td></td><td></td><td></td></tr> <tr><td>Spring</td><td></td><td></td><td></td></tr> </table> <table border="1" data-bbox="1297 755 1705 992"> <tr><td>18a</td><td>B</td><td>M</td><td>E</td></tr> <tr><td>Fall</td><td>41%</td><td>59%</td><td>0%</td></tr> <tr><td>Winter</td><td></td><td></td><td></td></tr> <tr><td>Spring</td><td></td><td></td><td></td></tr> </table>	8b	B	M	E	Fall	42%	58%	0%	Winter				Spring				18a	B	M	E	Fall	41%	59%	0%	Winter				Spring				<p>Conduct Beginning of the Year checklist to ensure visual supports are in place.</p> <p>Continue to implement CC/TSG Fidelity tool to support staff's proficiency in Teacher-Child interactions and structure.</p>
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<p><b>Domain: Physical Health &amp; Development</b></p> <ul style="list-style-type: none"> <li>➤ Children will develop and/or enhance gross motor development.</li>   <li>➤ Children will demonstrate fine motor strength and coordination through object manipulation.</li> </ul>	<p>4. Demonstrates traveling skills</p> <p>7b. Uses fingers and hands</p>	<p>Teachers will incorporate IMIL daily.</p> <p>Teachers will plan activities and provide materials for gross motor outdoor play.</p> <p>Teachers will use traveling movements to assist children in control, balance and coordination.</p> <p>Teachers will provide opportunities for children to increase hand and finger strength &amp; control to perform tasks.</p> <p>Teachers will provide quality materials and opportunities that support writing &amp; drawing.</p> <p>Teachers will provide activities to support eye/hand coordination.</p>	<p><b>Family Well-Being</b></p> <p>Interactive Family Engagement Activity Let's Get Moving Promoting Children's gross motor development.</p> <p>Distribute Let's Get Moving Calendars to families</p> <p>Family Partnership Agreements will reflect parent goals and ongoing individualized family services.</p> <p>Teachers will provide families with developmental take home activities through newsletters, home visits and PTC's.</p>	<table border="1" data-bbox="1297 407 1694 646"> <tr> <td>4</td> <td>B</td> <td>M</td> <td>E</td> </tr> <tr> <td>Fall</td> <td>29%</td> <td>63%</td> <td>8%</td> </tr> <tr> <td>Winter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> <td></td> </tr> </table> <table border="1" data-bbox="1297 911 1694 1179"> <tr> <td>7b</td> <td>B</td> <td>M</td> <td>E</td> </tr> <tr> <td>Fall</td> <td>43%</td> <td>56%</td> <td>1%</td> </tr> <tr> <td>Winter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> <td></td> </tr> </table>	4	B	M	E	Fall	29%	63%	8%	Winter				Spring				7b	B	M	E	Fall	43%	56%	1%	Winter				Spring				
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<p><b>Domain: Cognitive &amp; General Knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Children will extend their visual comparisons of length, height, weight and area.</li>   <li>➤ Children will develop the ability to copy &amp; extend patterns.</li> </ul>	<p>21a. Understands spatial relationships</p> <p>23. Demonstrates knowledge of patterns</p>	<p>Teachers will plan activities and experiments utilizing standard and non-standard measuring tools.</p> <p>Teachers will model and encourage the use of positional words.</p> <p>Teachers will provide opportunities for children to talk about, identify and build patterns.</p> <p>Teachers will encourage children to compare patterns and to find similarities and differences among them.</p>	<p>Teachers will facilitate play through home visits at Wonderfeet Kids' Museum Spring 2018.</p> <p>Night at the Museum Interactive Family Engagement Activity</p>	<table border="1" data-bbox="1297 378 1711 597"> <tr> <td>21a</td> <td>B</td> <td>M</td> <td>E</td> </tr> <tr> <td>Fall</td> <td>75%</td> <td>24%</td> <td>1%</td> </tr> <tr> <td>Winter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> <td></td> </tr> </table> <table border="1" data-bbox="1297 716 1711 935"> <tr> <td>23</td> <td>B</td> <td>M</td> <td>E</td> </tr> <tr> <td>Fall</td> <td>48%</td> <td>49%</td> <td>3%</td> </tr> <tr> <td>Winter</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Spring</td> <td></td> <td></td> <td></td> </tr> </table>	21a	B	M	E	Fall	75%	24%	1%	Winter				Spring				23	B	M	E	Fall	48%	49%	3%	Winter				Spring				<p>Work with teachers to incorporate STEM activities and experiences in classroom plans.</p>
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