



Community Care Network
Rutland Community Programs

Rutland County Head Start
Child Outcomes Report
2016-2017 Program Year

3rd Checkpoint

Spring 2017

Rutland County Head Start Education Highlights
Spring 2017 Checkpoint Period
May 2017

Widely Held Expectations

- For the spring 2017 checkpoint period, assessment data was collected on 124 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. 37% of the 124 children assessed are on IEP’s and receive special education services.
- Our greatest areas of strength are noted in Physical-Fine motor, with 72% of our children meeting-exceeding Widely-Held Expectations (WHE), and in Literacy with 65% meeting-exceeding WHE. With 66 children off to Kindergarten before the 2016-2017 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-Fine motor was at 87% meeting-exceeding WHE and Literacy was 73% meeting-exceeding WHE. Both years reflect Physical-Fine Motor and Literacy as the most well developed areas for the children we serve.
- We focused attention on assisting 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 fall 2017-2018 checkpoint period, Social-Emotional is going to be our area of focus with 44% of our children meeting-exceeding Widely Held Expectations in this area. We will be offering “The Impacts of Trauma on the Brain & the Developing Child” training which will support teachers in addressing children’s emotional and behavioral needs. Through knowledge gained on the impact of trauma on the brain and developing child, teachers will be able to differentiate instruction for individual child planning and goal setting.

- 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.
- For our final report, we have aggregated data for children going off to Kindergarten and the children who are not. For 3 year olds, the greatest area of strength is noted in Language, with 61% of the children meeting-exceeding Widely Held Expectations (WHE), and in Literacy, with 60% of the children meeting-exceeding WHE. For the fall 2017-2018 checkpoint period, Social-Emotional is going to be our area of focus with 50% of our children meeting-exceeding WHE in this area.
- For children going to Kindergarten, the greatest area of strength is noted in Literacy, with 74% of the children meeting-exceeding WHE, and in Physical, with 60% of the children meeting-exceeding WHE. Even though these children are going to Kindergarten in the fall, we will still focus on Social-Emotional with 48% meeting-exceeding WHE.
- School Readiness Objectives have been developed with Lead Teacher and parent input. A parent survey will be conducted in April 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)
 2. Children will participate cooperatively and constructively. (Solves social problems)
 3. Children will demonstrate positive approaches to learning. (Show flexibility and inventiveness in thinking)
 4. Children will remember and connect experiences. (Makes connections)
 5. Children will use language express thoughts and needs. (Tells about another time or place)
 6. Children will use appropriate conversational and other communication skills. (Engages in conversations)
 7. Children will demonstrate physical skills. (Gross motor manipulative skills)
 8. Children will demonstrate fine motor strength and coordination. (Uses writing and drawing tools)
 9. Children will demonstrate emergent writing skills. (Writes name)
 10. Children will develop mathematical thinking skills. (Compares/measures & knowledge of patterns)

Rutland County Head Start 2016-2017 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 2016-2017 | Alignment with GOLD | Strategies & Implementation | Family Engagement Strategies | Assessment Results & Progress 2016-2017 Program Year | Comments | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Domain: Social Emotional Development</p> <ul style="list-style-type: none"> ➤ Children will regulate their own emotions and behaviors. ➤ Children will increase their abilities to demonstrate appropriate self control, work out difficulties for themselves and others. ➤ Children will have opportunities to develop effective problem-solving strategies. | <p>1a. Manage feelings</p> <p>3b. Solves social problems</p> | <p>Teachers will support children in regulating their emotions by utilizing the CSEFEL Pyramid model.</p> <p>Teachers will implement Second STEP into daily curriculum.</p> <p>Teachers will utilize positive strategies to guide behavior and to help children learn how to cooperate with others.</p> <p>Teachers will use role-play, games, and books to help children practice conflict resolution.</p> <p>Teachers will utilize CSEFEL solution cards.</p> <p>Teachers will utilize FLIP IT strategies to acknowledge feelings, set limits and help children develop skills for self-regulation.</p> | <p>Positive Parent and Child Relationships</p> <p>Social and emotional parent education to be distributed on home visits: Backpack Series Pyramid Model and Now & Forever Booklet promoting resilience by Teachers and Family Support Specialists.</p> <p>Teachers will distribute the Second Step Family Letters and Home Links regularly.</p> <p>Strengthening Families training series.</p> <p>Teachers will talk with families about the child's signals in ways that help families explore these signals and understand and respond to their child's behavior.</p> <p>Classroom volunteering.</p> | <table border="1"> <tr> <td>1a</td> <td>B</td> <td>M</td> <td>E</td> </tr> <tr> <td>Fall</td> <td>57%</td> <td>43%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td>51%</td> <td>48%</td> <td>1%</td> </tr> <tr> <td>Spring</td> <td>41%</td> <td>58%</td> <td>1%</td> </tr> </table> <table border="1"> <tr> <td>3b</td> <td>B</td> <td>M</td> <td>E</td> </tr> <tr> <td>Fall</td> <td>80%</td> <td>20%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td>69%</td> <td>31%</td> <td>0%</td> </tr> <tr> <td>Spring</td> <td>57%</td> <td>40%</td> <td>3%</td> </tr> </table> | 1a | B | M | E | Fall | 57% | 43% | 0% | Winter | 51% | 48% | 1% | Spring | 41% | 58% | 1% | 3b | B | M | E | Fall | 80% | 20% | 0% | Winter | 69% | 31% | 0% | Spring | 57% | 40% | 3% | <p>Continue to implement CC/TSG Fidelity tool to support staff's proficiency in classroom management.</p> <p>Continue to implement tertiary supports for children with challenging behaviors.</p> <p>Strengthening Families training series Spring 2017.</p> <p>TPOT will be conducted in classrooms.</p> |
| 1a | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 57% | 43% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winter | 51% | 48% | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 41% | 58% | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3b | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 80% | 20% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Domain: Approaches to Learning</p> <ul style="list-style-type: none"> ➤ Children will have ample time, space, and a variety of interesting materials to explore & discover. ➤ Children will use their existing knowledge and new experiences to enhance their learning. | <p>11e. Shows flexibility and inventiveness in thinking</p> <p>12b. Makes connections</p> | <p>Teachers will support children’s spontaneous interests.</p> <p>Teachers will provide opportunities for children to make choices from interesting materials that are familiar and challenging, and encourage children to use them in many ways.</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>Families as Life Long Educators</p> <p>Parent and child High Five Math Night.</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> | <table border="1" data-bbox="1297 407 1709 644"> <thead> <tr> <th>11e</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>49%</td> <td>51%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td>31%</td> <td>69%</td> <td>0%</td> </tr> <tr> <td>Spring</td> <td>25%</td> <td>75%</td> <td>0%</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>70%</td> <td>30%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td>62%</td> <td>38%</td> <td>0%</td> </tr> <tr> <td>Spring</td> <td>46%</td> <td>52%</td> <td>2%</td> </tr> </tbody> </table> | 11e | B | M | E | Fall | 49% | 51% | 0% | Winter | 31% | 69% | 0% | Spring | 25% | 75% | 0% | 12b | B | M | E | Fall | 70% | 30% | 0% | Winter | 62% | 38% | 0% | Spring | 46% | 52% | 2% | <p>Work with teachers to incorporate STEM activities and experiences in classroom plans.</p> <p>Teacher Mathematical training March 2017.</p> <p>Parent High Five Math Night –April 2017.</p> <p>CLASS will be conducted once a year.</p> <p>CLASS instructional learning formats training for teaching staff March 2017.</p> |
| 11e | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 49% | 51% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winter | 31% | 69% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 25% | 75% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Domain: Literacy/Language Development</p> <ul style="list-style-type: none"> ➤ Children will increase the richness and diversity of their vocabulary. ➤ Children will be provided many opportunities to hear and use language. | <p>9d. Tells about another time or place</p> <p>10a. Engages in conversations</p> | <p>Teachers will provide props that encourage children to talk (e.g. telephones/props).</p> <p>Teachers will ask open-ended questions that encourage multiple responses.</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 arrange collections into groups by using various rules that the teacher and children have made together.</p> <p>Teachers will complete home visits and PTC's at the Wonderfeet Children's Museum.</p> | <p>Families as Life Long Educators</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>Families will utilize community supports and resources related to literacy and language development.</p> <p>Families receive a pass to Wonderfeet Children's Museum.</p> | <table border="1" data-bbox="1297 378 1705 638"> <thead> <tr> <th>9d</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>62%</td> <td>36%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td>53%</td> <td>47%</td> <td>0%</td> </tr> <tr> <td>Spring</td> <td>42%</td> <td>58%</td> <td>0%</td> </tr> </tbody> </table> <table border="1" data-bbox="1297 756 1705 993"> <thead> <tr> <th>10a</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>74%</td> <td>26%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td>65%</td> <td>35%</td> <td>0%</td> </tr> <tr> <td>Spring</td> <td>47%</td> <td>45%</td> <td>8%</td> </tr> </tbody> </table> | 9d | B | M | E | Fall | 62% | 36% | 0% | Winter | 53% | 47% | 0% | Spring | 42% | 58% | 0% | 10a | B | M | E | Fall | 74% | 26% | 0% | Winter | 65% | 35% | 0% | Spring | 47% | 45% | 8% | <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 classroom management.</p> |
| 9d | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 62% | 36% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winter | 53% | 47% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 42% | 58% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10a | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 74% | 26% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winter | 65% | 35% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 47% | 45% | 8% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>Domain: Physical Health & Development</p> <ul style="list-style-type: none"> ➤ Children will develop and/or enhance gross motor development. ➤ Children will demonstrate fine motor strength and coordination through object manipulation. | <p>6. Demonstrates gross-motor manipulative skills</p> <p>7b. Uses writing and drawing tools</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 provide opportunities for children to increase hand and finger strength & control.</p> <p>Teachers will provide quality materials and opportunities that support writing & drawing.</p> | <p>Family Well-Being</p> <p>Link families with resources to improve child and family well-being (WIC, Tooth Tutor, etc.) through formal and informal contacts by Family Services Staff.</p> <p>Family Partnership Agreements will reflect parent goals and ongoing individualized family services.</p> <p>Family Trainings -What to do When My Child is Sick -Eating Healthy on a Budget -Strengthening Families Parent Training</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>6</td><td>B</td><td>M</td><td>E</td></tr> <tr><td>Fall</td><td>82%</td><td>18%</td><td>0%</td></tr> <tr><td>Winter</td><td>65%</td><td>35%</td><td>0%</td></tr> <tr><td>Spring</td><td>54%</td><td>44%</td><td>1%</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>36%</td><td>63%</td><td>1%</td></tr> <tr><td>Winter</td><td>23%</td><td>75%</td><td>2%</td></tr> <tr><td>Spring</td><td>17%</td><td>75%</td><td>8%</td></tr> </table> | 6 | B | M | E | Fall | 82% | 18% | 0% | Winter | 65% | 35% | 0% | Spring | 54% | 44% | 1% | 7b | B | M | E | Fall | 36% | 63% | 1% | Winter | 23% | 75% | 2% | Spring | 17% | 75% | 8% | <p>Tooth Tutor and WIC attend coffee socials.</p> |
| 6 | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 82% | 18% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winter | 65% | 35% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 54% | 44% | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7b | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <p>Domain: Cognitive & General Knowledge</p> <ul style="list-style-type: none"> ➤ Children will demonstrate emergent writing skills. ➤ Children will extend their visual comparisons of length, height, weight and area. ➤ Children will develop the ability to copy & extend patterns. | <p>19a. Writes name</p> <p>22. Compares and measures</p> <p>23. Demonstrates knowledge of patterns</p> | <p>Teachers will provide models of children’s names by printing clearly using upper and lower case letters.</p> <p>Teachers will provide activities that give children reasons to write their names.</p> <p>Teachers will plan activities and experiments utilizing standard and non-standard measuring tools.</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>Families as Life-long Educators</p> <p>Families will increase their knowledge of different learning approaches which supports memory, classifications, problem solving, language, literacy, and mathematics through parent and child activity nights and home visits by Teachers and Family Support Specialists.</p> <p>Teachers and Family Support Specialist support families in identifying and obtaining parent/child goals through home visits and PTC’s.</p> <p>Teachers will facilitate play through home visits at Wonderfoot Kid’s Museum Spring 2017.</p> | <table border="1" data-bbox="1297 407 1696 626"> <tr><td>19a</td><td>B</td><td>M</td><td>E</td></tr> <tr><td>Fall</td><td>36%</td><td>63%</td><td>1%</td></tr> <tr><td>Winter</td><td>26%</td><td>73%</td><td>1%</td></tr> <tr><td>Spring</td><td>14%</td><td>81%</td><td>5%</td></tr> </table> <table border="1" data-bbox="1297 829 1711 1049"> <tr><td>22</td><td>B</td><td>M</td><td>E</td></tr> <tr><td>Fall</td><td>55%</td><td>45%</td><td>0%</td></tr> <tr><td>Winter</td><td>49%</td><td>51%</td><td>0%</td></tr> <tr><td>Spring</td><td>38%</td><td>62%</td><td>0%</td></tr> </table> <table border="1" data-bbox="1297 1138 1711 1357"> <tr><td>23</td><td>B</td><td>M</td><td>E</td></tr> <tr><td>Fall</td><td>65%</td><td>34%</td><td>1%</td></tr> <tr><td>Winter</td><td>52%</td><td>45%</td><td>3%</td></tr> <tr><td>Spring</td><td>38%</td><td>56%</td><td>6%</td></tr> </table> | 19a | B | M | E | Fall | 36% | 63% | 1% | Winter | 26% | 73% | 1% | Spring | 14% | 81% | 5% | 22 | B | M | E | Fall | 55% | 45% | 0% | Winter | 49% | 51% | 0% | Spring | 38% | 62% | 0% | 23 | B | M | E | Fall | 65% | 34% | 1% | Winter | 52% | 45% | 3% | Spring | 38% | 56% | 6% | <p>Children have a daily sign in.</p> <p>Children complete three writing samples per year.</p> <p>Work with teachers to incorporate STEM activities and experiences in classroom plans.</p> <p>Family Night At The Museum May 2017.</p> |
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| Fall | 36% | 63% | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winter | 26% | 73% | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 14% | 81% | 5% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 55% | 45% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winter | 49% | 51% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 38% | 62% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | B | M | E | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Fall | 65% | 34% | 1% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Winter | 52% | 45% | 3% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spring | 38% | 56% | 6% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |