



Community Care Network
Rutland Community Programs

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

3rd Checkpoint

Spring 2018

Rutland County Head Start Education Highlights
Spring Checkpoint Period
May 2018

Widely Held Expectations

- For the spring 2018 checkpoint period, assessment data was collected on 126 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 126 children assessed are on IEP’s and receive special education services.
- Our greatest area of strength continues to be in Physical, with 66% of our children meeting-exceeding Widely-Held Expectations (WHE), and in Language with 66% 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 fall 2018-2019 checkpoint period, mathematics is going to be our area of focus with 52% of our children meeting-exceeding Widely Held Expectations in this area. Our teachers have increased mathematics in their curriculum. Therefore, our scores increased by 12%. In the fall 2018, we collaborated with Wonderfeet Kid’s 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, Disabilities Manager, 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>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>1b. Follows limits and expectations</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 use visuals/schedules to support children’s learning.</p> <p>Teachers will use role-play, games, and books to help children practice conflict resolution.</p> <p>Teachers will create classroom agreement, review daily expectations and Second STEP listening rules.</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>Strengthening Families training series.</p> <p><i>FLIP IT</i> Parent Training January 2018</p> <p>Teachers will have parents complete the <i>Parent DECA</i> at a home visit or PTC.</p> <p>Classroom volunteering.</p> <p>Coffee Socials and Parent Engagement Activities.</p>	<table border="1" data-bbox="1297 407 1709 656"> <tr> <td>1a</td> <td>B</td> <td>M</td> <td>E</td> </tr> <tr> <td>Fall</td> <td>46%</td> <td>51%</td> <td>3%</td> </tr> <tr> <td>Winter</td> <td>44%</td> <td>50%</td> <td>5%</td> </tr> <tr> <td>Spring</td> <td>25%</td> <td>66%</td> <td>9%</td> </tr> </table> <table border="1" data-bbox="1297 773 1709 1011"> <tr> <td>1b</td> <td>B</td> <td>M</td> <td>E</td> </tr> <tr> <td>Fall</td> <td>42%</td> <td>57%</td> <td>1%</td> </tr> <tr> <td>Winter</td> <td>38%</td> <td>59%</td> <td>3%</td> </tr> <tr> <td>Spring</td> <td>35%</td> <td>61%</td> <td>4%</td> </tr> </table>	1a	B	M	E	Fall	46%	51%	3%	Winter	44%	50%	5%	Spring	25%	66%	9%	1b	B	M	E	Fall	42%	57%	1%	Winter	38%	59%	3%	Spring	35%	61%	4%	<p>Continue to implement CC/TSG Fidelity tool to support staff’s proficiency in classroom management.</p> <p>New position BSS will support teaching teams in building teacher practices around social and emotional skills.</p> <p>Intensive coaching will be offered to teaching staff to strengthen social and emotional teacher practices.</p> <p>Continue to implement tertiary supports for children with challenging behaviors.</p> <p>TPOT will be conducted in classrooms.</p> <p>Impacts of Trauma on the Developing Brain training Pre-Service 2017.</p>
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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>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>Families as Life Long Educators</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>34%</td> <td>63%</td> <td>3%</td> </tr> <tr> <td>Spring</td> <td>29%</td> <td>63%</td> <td>8%</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>43%</td> <td>56%</td> <td>1%</td> </tr> <tr> <td>Spring</td> <td>37%</td> <td>59%</td> <td>4%</td> </tr> </tbody> </table>	11a	B	M	E	Fall	46%	50%	4%	Winter	34%	63%	3%	Spring	29%	63%	8%	12b	B	M	E	Fall	52%	48%	0%	Winter	43%	56%	1%	Spring	37%	59%	4%	<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>Domain: Literacy/Language Development</p> <ul style="list-style-type: none"> ➤ Children will develop skills in listening and expression. ➤ Children will be provided many opportunities to hear and use language. 	<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>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>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 1707 638"> <thead> <tr> <th>8b</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>42%</td> <td>58%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td>30%</td> <td>69%</td> <td>1%</td> </tr> <tr> <td>Spring</td> <td>20%</td> <td>79%</td> <td>1%</td> </tr> </tbody> </table> <table border="1" data-bbox="1297 756 1707 992"> <thead> <tr> <th>18a</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>41%</td> <td>59%</td> <td>0%</td> </tr> <tr> <td>Winter</td> <td>44%</td> <td>48%</td> <td>8%</td> </tr> <tr> <td>Spring</td> <td>38%</td> <td>54%</td> <td>8%</td> </tr> </tbody> </table>	8b	B	M	E	Fall	42%	58%	0%	Winter	30%	69%	1%	Spring	20%	79%	1%	18a	B	M	E	Fall	41%	59%	0%	Winter	44%	48%	8%	Spring	38%	54%	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 Teacher-Child interactions and structure.</p>
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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>4. Demonstrates traveling skills</p> <p>7a. 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 & control to perform tasks.</p> <p>Teachers will provide quality materials and opportunities that support writing & drawing.</p> <p>Teachers will provide activities to support eye/hand coordination.</p>	<p>Family Well-Being</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="1293 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>27%</td> <td>65%</td> <td>8%</td> </tr> <tr> <td>Spring</td> <td>23%</td> <td>64%</td> <td>12%</td> </tr> </table> <table border="1" data-bbox="1293 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>41%</td> <td>56%</td> <td>3%</td> </tr> <tr> <td>Spring</td> <td>35%</td> <td>61%</td> <td>4%</td> </tr> </table>	4	B	M	E	Fall	29%	63%	8%	Winter	27%	65%	8%	Spring	23%	64%	12%	7b	B	M	E	Fall	43%	56%	1%	Winter	41%	56%	3%	Spring	35%	61%	4%	
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<p>Domain: Cognitive & General Knowledge</p> <ul style="list-style-type: none"> ➤ Children will extend their visual comparisons of length, height, weight and area. ➤ Children will develop the ability to copy & extend patterns. 	<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"> <thead> <tr> <th>21a</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>75%</td> <td>24%</td> <td>1%</td> </tr> <tr> <td>Winter</td> <td>69%</td> <td>29%</td> <td>2%</td> </tr> <tr> <td>Spring</td> <td>55%</td> <td>43%</td> <td>2%</td> </tr> </tbody> </table> <table border="1" data-bbox="1297 716 1711 935"> <thead> <tr> <th>23</th> <th>B</th> <th>M</th> <th>E</th> </tr> </thead> <tbody> <tr> <td>Fall</td> <td>48%</td> <td>49%</td> <td>3%</td> </tr> <tr> <td>Winter</td> <td>35%</td> <td>60%</td> <td>5%</td> </tr> <tr> <td>Spring</td> <td>25%</td> <td>66%</td> <td>9%</td> </tr> </tbody> </table>	21a	B	M	E	Fall	75%	24%	1%	Winter	69%	29%	2%	Spring	55%	43%	2%	23	B	M	E	Fall	48%	49%	3%	Winter	35%	60%	5%	Spring	25%	66%	9%	<p>Work with teachers to incorporate STEM activities and experiences in classroom plans.</p>
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