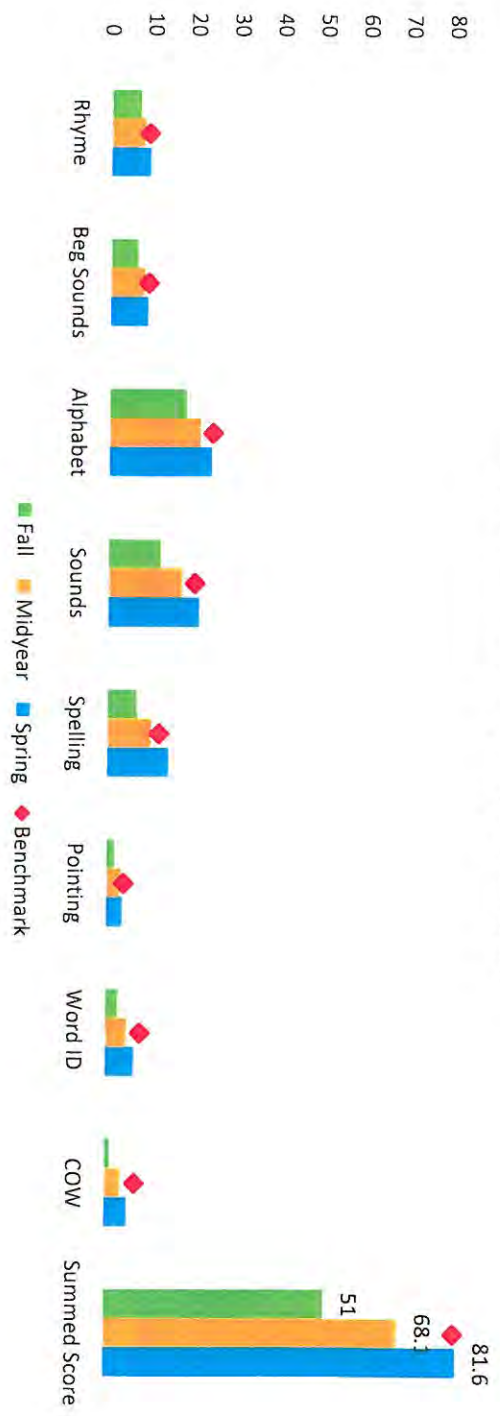




Phonological Assessment Literacy Screening-Kindergarten (PALS-K)

PALS-K is a measure of children’s knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. PALS-K provides a direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills.

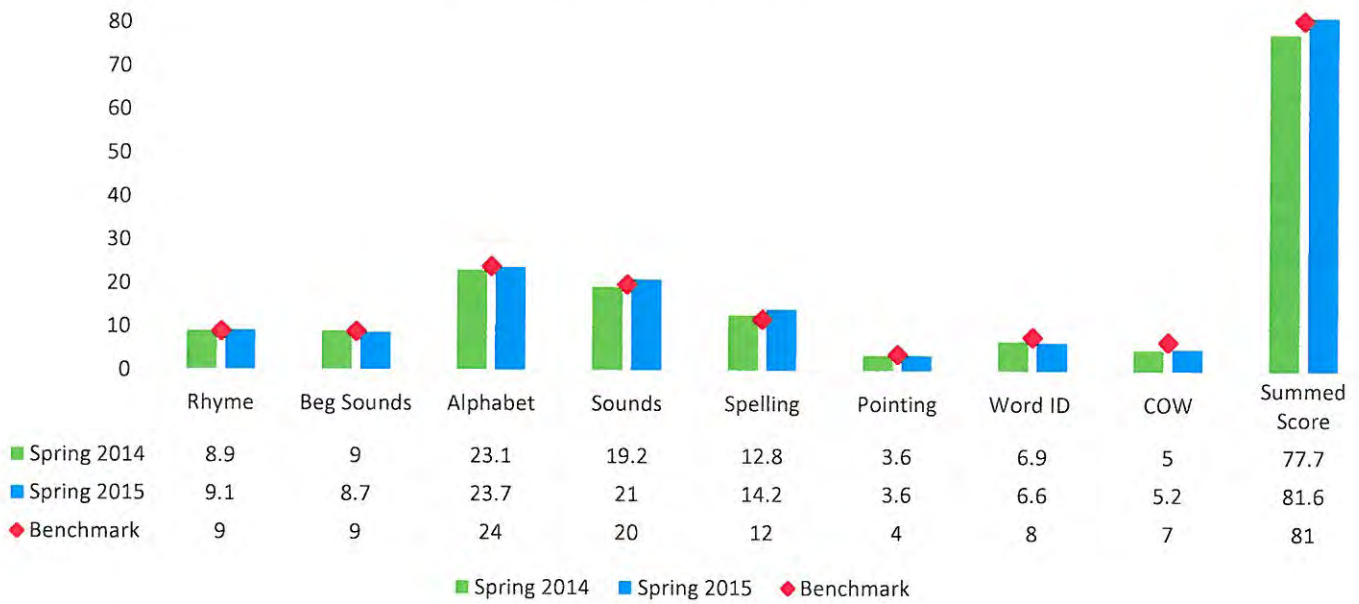
Next Door
Average Score All K5
PALS 2014-15 School Year
Benchmark is the Spring Benchmark



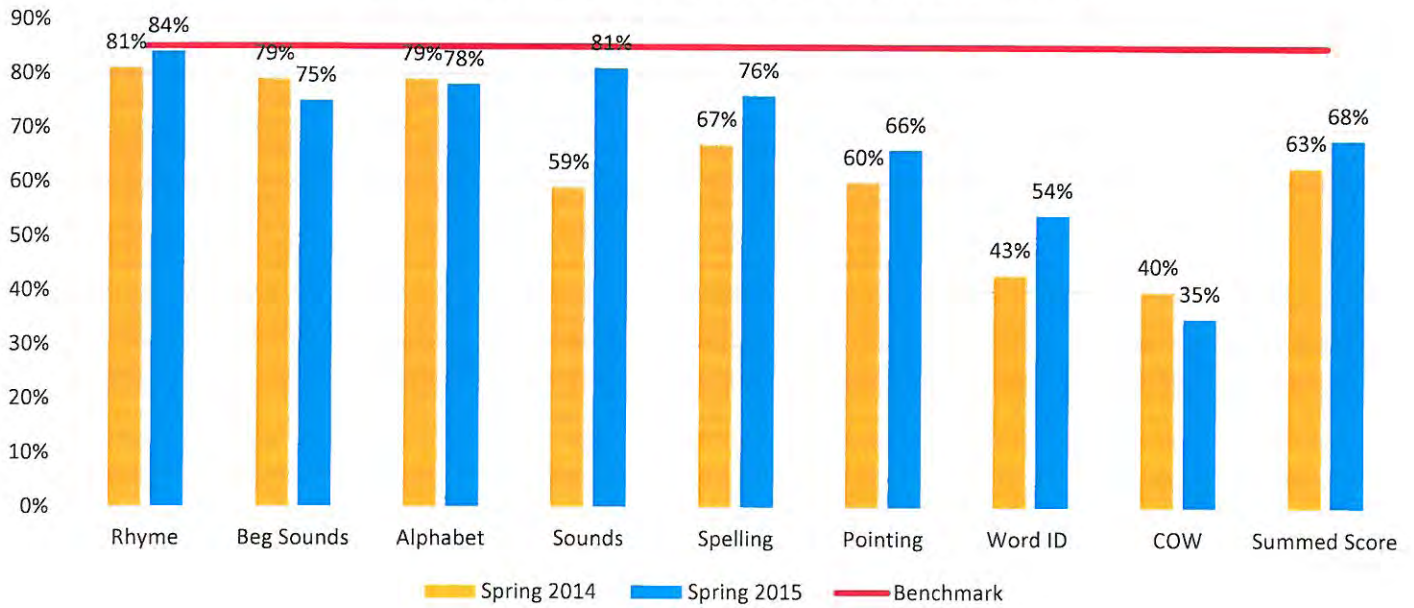
Next Door
2014-15 K5 PALS Data: All K5
Percent of Children At/Above the Spring Benchmark



Next Door PALS Average Score
Spring 2014 and Spring 2015: All K5
Benchmark is the Spring Benchmark



Next Door All K5
Spring 2014 and Spring 2015
Percent of Children At/Above the Spring Benchmark

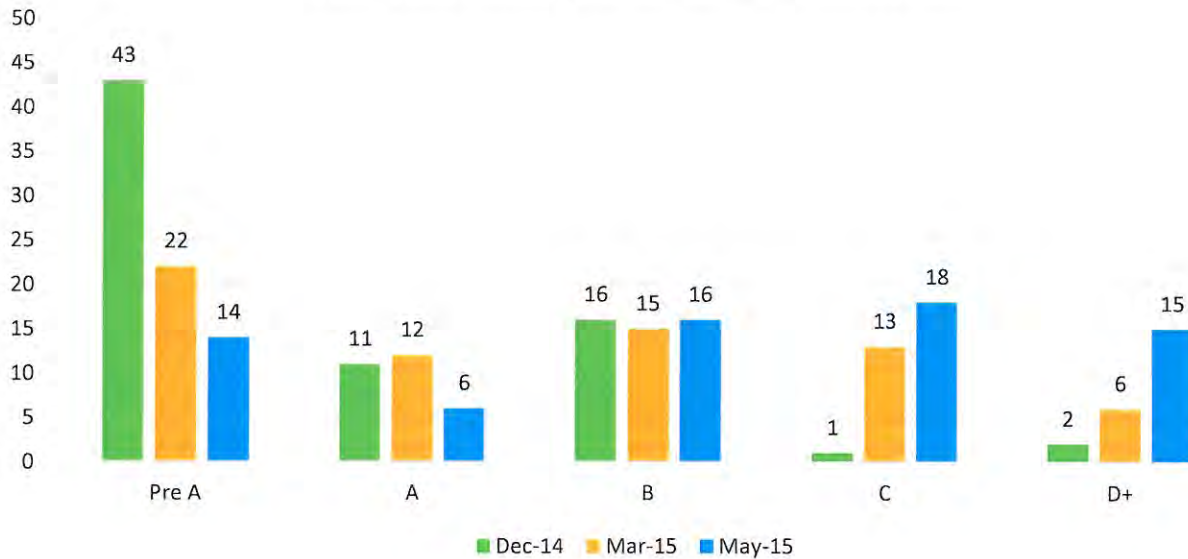




Fountas and Pinnell Benchmark Assessment System

The Benchmark Assessment System is a one-on-one, comprehensive assessment to determine independent and instructional reading levels and for placing students on the F&P Text Level Gradient™, A-Z.

All K5 Reading Levels
2014-15 School Year
Fountas and Pinnell Benchmark Assessment System



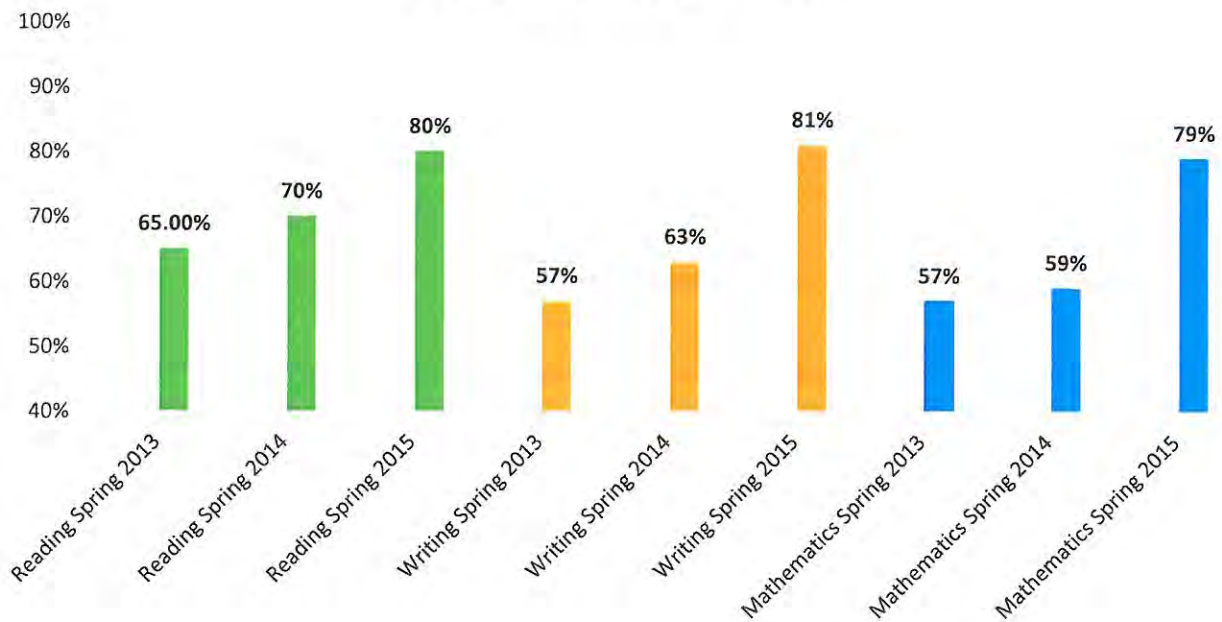
Objective	1: Minimal; far below grade level expectations	2: Basic; just below grade level expectations	3: Proficient; meeting grade level expectations	4: Above Proficient; exceeding grade level expectations
Demonstrates reading abilities	Instructional Reading Level: Pre-A	Instructional Reading Level: A	Instructional Reading Level: B/C	Instructional Reading Level: D and above



Student Proficiency Scores

The Student Promotion System (SPS) is the official recording program of proficiency data for the Milwaukee Public Schools. Next Door reports for mathematics, reading, and language arts and the scores are determined by locally designed Common Core State Standards rubrics. A student's level on each rubric is determined from the results of a balanced assessment system that includes district required assessments and classroom-based components.

At/Above Proficient
Spring 2013, 2014 and 2015

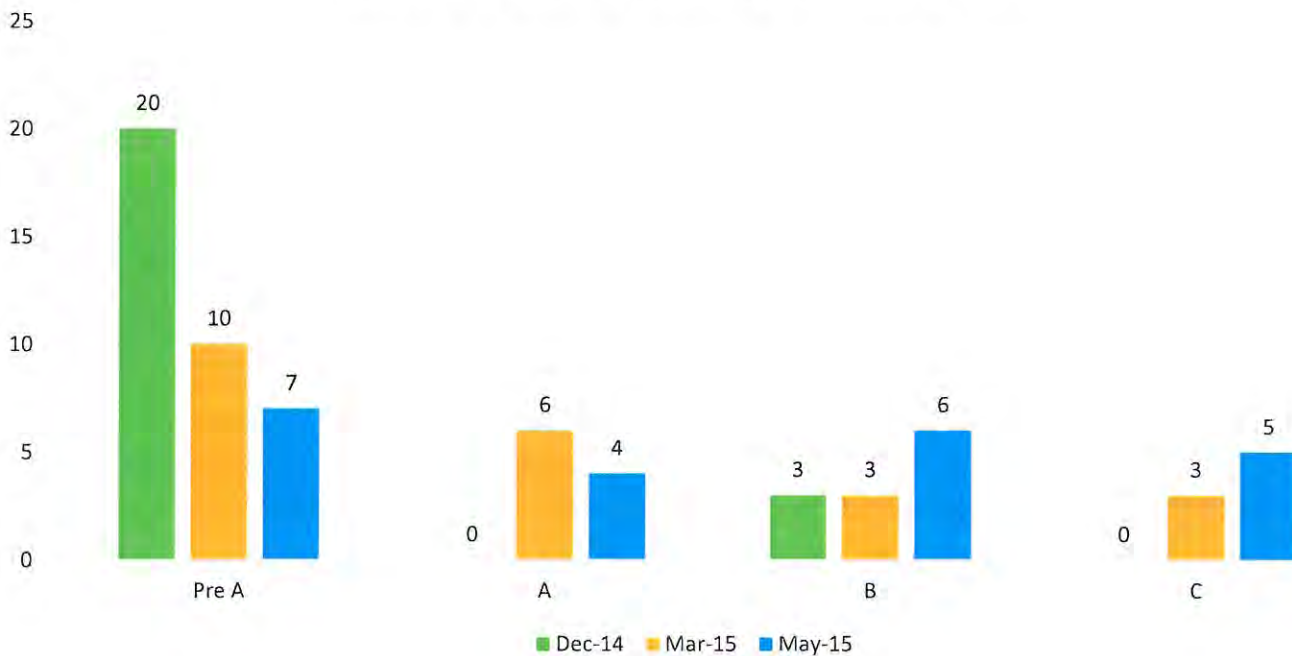




Teaching with the Leveled Literacy Intervention System

Students are nominated for participation in the program based on their Fall Pals and Benchmark scores. The top 20-25 lowest scoring students are selected for the intervention which consists of two, thirty minutes sessions per week. The first ten lessons are called "Getting Started." Students engage in formatted lessons using repeated strategies: reading a new book per lesson with support, rereading, writing about the reading, phonics and letter/word work. At the conclusion of each lesson, the child is sent home with a parent letter explaining the high points of the lesson, suggested activities they can continue at home to support their child, an activity sheet relating to the book, and a copy of the book. Books are fiction and informational. Lessons beyond the first ten also include a new book. All lessons can be composed of any of these activities: letter formation, alphabet word books, poetry, letter and word games, blending, segmenting, rhyming, sorting, high frequency words, sentence structure and interactive writing.

K5 Room LLI Participants Reading Levels
2014-15 School Year
Fountas and Pinnell Benchmark Assessment System





next door

School Readiness Report

2014-2015 School Year

School Readiness

The Improving Head Start for School Readiness Act of 2007 makes it a top priority for programs to contribute to the school readiness of all of the children they serve. In very broad terms, the Office of Head Start's definition of school readiness is that "children are ready for school, families are ready to support their children's learning, and schools are ready for children" (2011 Leadership Institute Planner, p. 37).

Assessment Tool

Teaching Strategies Gold (TSG) is an authentic, ongoing observational system for assessing children from birth through kindergarten. The tool helps teachers observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. *Teaching Strategies Gold* is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards. The objectives are aligned with the *Common Core State Standards*, the *Head Start Child Development and Early Learning Framework*, and the *Wisconsin Model Early Learning Standards* (Teaching Strategies Gold Touring Guide, 2013).

Teaching Strategies Gold progressions have color-coded bands that show widely held expectations for children's development and learning. The data is grouped into three developmental categories that correlate to the color band associated with preschool three year olds and preschool four year olds.

Developmental Categories:

Below Developmental Expectations

Meets Developmental Expectations

Above Developmental Expectations

Sample Literacy Snapshot Report from TSG

Objectives/Dimensions	Age or Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1571	Preschool 3 class/grade	47 12.30%	23 6.02%	147 38.48%	109 28.53%	44 11.52%	7 1.83%	5 1.32%			
Notices and discriminates rhyme	Pre-K 4 class/grade	6 4.84%	3 2.42%	41 33.06%	25 20.16%	18 14.52%	10 8.00%	20 16.13%		1 0.81%	

Preschool 3 children scoring within the green colored band are considered "Meets Developmental Expectations". Any children to the left and right of the colored band are "Below or Above Developmental Expectations". Development and learning are uneven and overlapping and therefore the color bands also overlap.

2014-2015 School Readiness Action Plan

SOCIAL EMOTIONAL

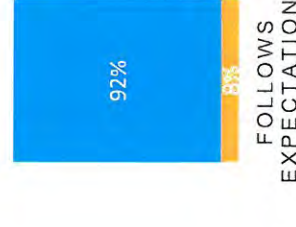
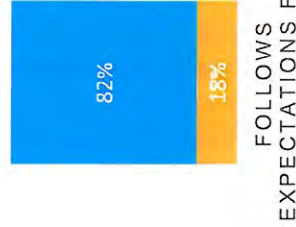
School Readiness Goal: 85% of children will demonstrate the social competence needed to regulate own emotions and behaviors at or above the developmental expectation.

Objectives and Dimensions	Data Observations and Program Expectation	Response to Data: Action Steps/Strategies															
<p>1. Regulates own emotions and behaviors</p> <p>Dimension:</p> <p>1.a. Manages feelings</p>	<p>% of children at or above the developmental expectation</p> <table border="1" data-bbox="513 930 727 1587"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>87%</td> <td>92%</td> <td>95%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>61%</td> <td>68%</td> <td>75%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	87%	92%	95%	Yes	4 yr olds	61%	68%	75%	No	<ul style="list-style-type: none"> • Lots of professional development was given at pre-service and in the fall: <ul style="list-style-type: none"> ○ Purchasing of additional Second Step kits ○ Second Step training ○ <i>The Road Ahead</i> social emotional presentation ○ Focused observations and feedback ○ Promoters training • Increased support by creating Positive Behavior Intervention Specialist position • PBST meetings • RtI process • Practice Based Coaching implementation (TLC) • Aurora Mental Health Support • Visual Management around CLASS • PD day at end of the year: reflections on positive social emotional practices
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	87%	92%	95%	Yes													
4 yr olds	61%	68%	75%	No													
<p>1. Regulates own emotions and behaviors</p> <p>Dimension:</p> <p>1.b. Follows limits and expectations</p>	<p>% of children at or above the developmental expectation</p> <table border="1" data-bbox="842 942 1052 1587"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>82%</td> <td>86%</td> <td>92%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>69%</td> <td>78%</td> <td>84%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	82%	86%	92%	Yes	4 yr olds	69%	78%	84%	No	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	82%	86%	92%	Yes													
4 yr olds	69%	78%	84%	No													
<p>Connection to other sources:</p> <p>Self-Assessment: The following area to improve was identified in the self-assessment: need to improve teaching practices with challenging children. This was addressed by the list of accomplishments listed above.</p> <p>2013-2018 Grant Goals and Objectives: The school readiness goal for social emotional is in response to the 2013-2018 Grant Goal stating, "Children will increase their social competency that is needed to interact with adults and other children".</p> <p>T/TA Assessment: Provide staff with information, guidance and resources to ensure children's needs are met. Staff will receive additional trauma informed care training.</p>																	

SOCIAL EMOTIONAL GRAPHS

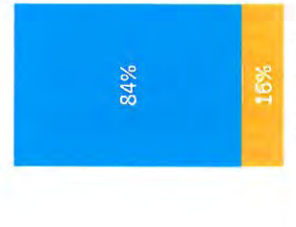
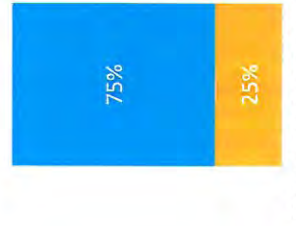
TEACHING STRATEGIES GOLD
 SOCIAL EMOTIONAL READINESS
 HS 3 YEAR OLDS
 2014-15 SCHOOL YEAR

Below Meets/Exceeds



TEACHING STRATEGIES GOLD
 SOCIAL EMOTIONAL READINESS
 HS 4 YEAR OLDS
 2014-15 SCHOOL YEAR

Below Meets/Exceeds



COGNITION AND GENERAL KNOWLEDGE (MATHEMATICS)

School Readiness Goal: 85% of children will demonstrate an understanding and application of number concepts and operations at or above the developmental expectation.

Objectives and Dimensions	Data Observations and Program Expectation	Response to Data: Action Step/Strategies															
<p>Objective:</p> <p>20. Uses number concepts and operations</p> <p>Dimension:</p> <p>20.a. Counts</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="418 926 636 1556"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>74%</td> <td>84%</td> <td>88%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>56%</td> <td>70%</td> <td>80%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	74%	84%	88%	Yes	4 yr olds	56%	70%	80%	No	<ul style="list-style-type: none"> Professional Development provided by Erikson Institute scheduled for January 23: Making Sense of Number Sense: Developing Numerical Literacy in Preschool and Kindergarten Creation of focused observation checklists for math Practice Based Coaching implementation (TLC) Discussions with Erikson for future professional development: March 20 and preservice and some possible webinars and blackboard distance learning Erikson Math Institute summer of 2015 Additional Smart Boards put in 4 year old classrooms Smart Board training with math focus
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	74%	84%	88%	Yes													
4 yr olds	56%	70%	80%	No													
<p>Objective:</p> <p>20. Uses number concepts and operations</p> <p>Dimension:</p> <p>20.b. Quantifies</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="760 926 945 1556"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>59%</td> <td>68%</td> <td>79%</td> <td>No</td> </tr> <tr> <td>4 yr olds</td> <td>52%</td> <td>74%</td> <td>85%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	59%	68%	79%	No	4 yr olds	52%	74%	85%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	59%	68%	79%	No													
4 yr olds	52%	74%	85%	Yes													
<p>Objective:</p> <p>20. Uses number concepts and operations</p> <p>Dimension:</p> <p>20.c. Connects numerals with their quantities</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="1084 926 1302 1556"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>51%</td> <td>69%</td> <td>78%</td> <td>No</td> </tr> <tr> <td>4 yr olds</td> <td>51%</td> <td>76%</td> <td>84%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	51%	69%	78%	No	4 yr olds	51%	76%	84%	No	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	51%	69%	78%	No													
4 yr olds	51%	76%	84%	No													

Connection to other sources:

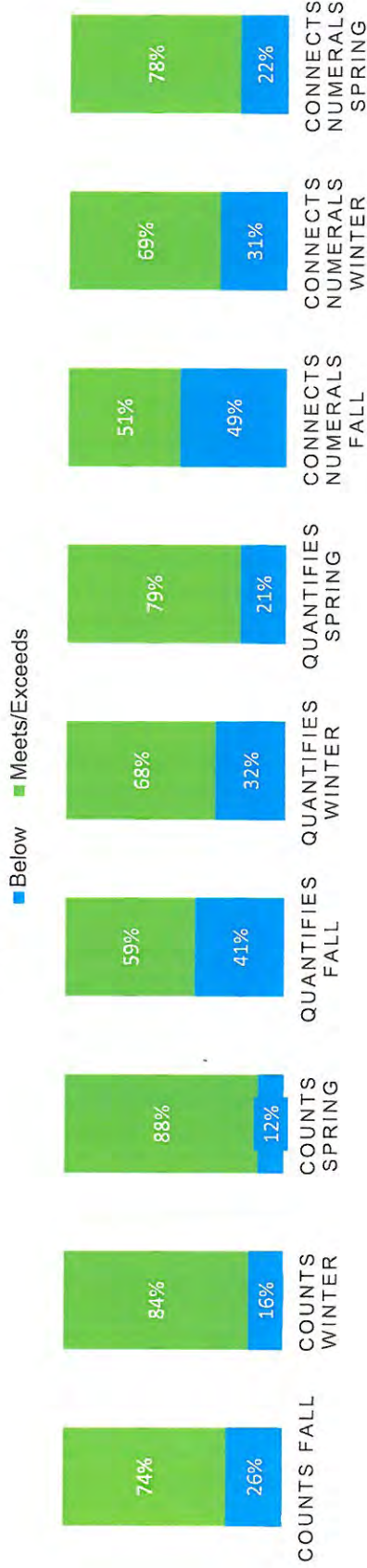
Self-Assessment: The following area to improve was identified in the self-assessment: improve the use of child data to develop individualized take home activities. This is being addressed by having more data meetings to analyze data and take home activities are screened and monitored by site directors.

2013-2018 Grant Goals and Objectives: "Teachers increase the use of child assessments in lesson plans to target academic needs".

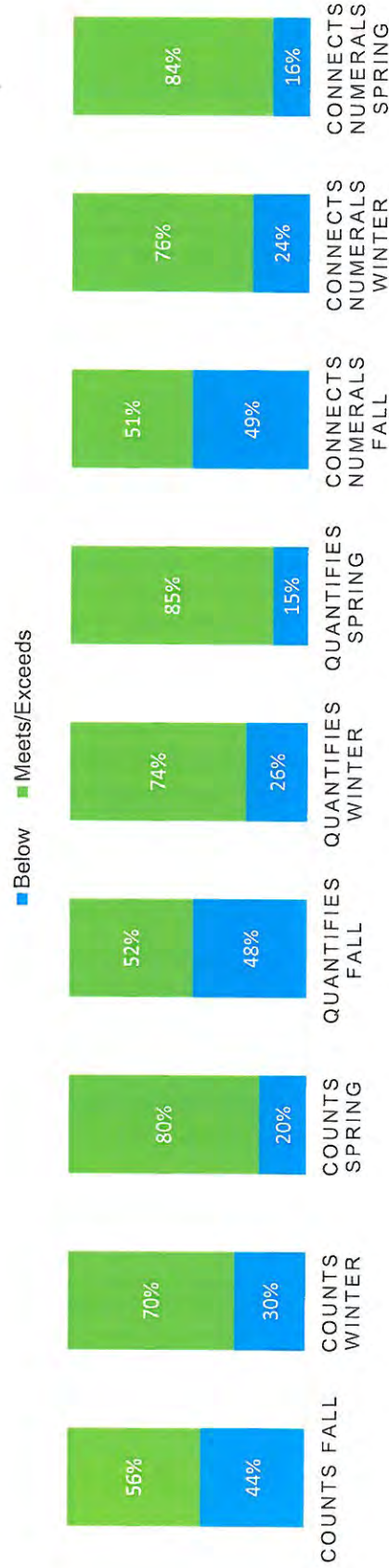
T/TA Assessment: Analysis and use of child outcome data in program planning.

COGNITION AND GENERAL KNOWLEDGE (MATHEMATICS) GRAPHS

TEACHING STRATEGIES GOLD
 MATHEMATICS READINESS
 HS 3 YEAR OLDS
 2014-15 SCHOOL YEAR



TEACHING STRATEGIES GOLD
 MATHEMATICS READINESS
 HS 4 YEAR OLDS
 2014-15 SCHOOL YEAR



LANGUAGE

School Readiness Goal: 85% of children will demonstrate the ability to comprehend language and use an expanded, expressive vocabulary at or above developmental expectation.

Objectives and Dimensions	Data Observations and Program Expectation	Response to Data: Action Steps/Strategies															
<p>8. Listens to and understands increasingly complex language</p> <p>Dimension:</p> <p>8.a. Comprehends language</p>	<p style="text-align: center;">% of children at or above the developmental expectation</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>74%</td> <td>79%</td> <td>88%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>63%</td> <td>76%</td> <td>86%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	74%	79%	88%	Yes	4 yr olds	63%	76%	86%	Yes	<ul style="list-style-type: none"> CLASS overview training focusing on concept development, quality of feedback, and language modeling CLASS observations with feedback Practice Based Coaching implementation (TLC) Visual Management around CLASS data
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	74%	79%	88%	Yes													
4 yr olds	63%	76%	86%	Yes													
<p>9. Use language to express their thoughts and needs</p> <p>Dimension:</p> <p>9.a. Uses an expanded expressive vocabulary</p>	<p style="text-align: center;">% of children at or above the developmental expectation</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>70%</td> <td>72%</td> <td>85%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>81%</td> <td>90%</td> <td>95%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	70%	72%	85%	Yes	4 yr olds	81%	90%	95%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	70%	72%	85%	Yes													
4 yr olds	81%	90%	95%	Yes													
<p>Connection to other sources: Self-Assessment: The following area to improve was identified in the self-assessment: improve the use of child data to develop individualized take home activities. This is being addressed by having more data meetings to analyze data and take home activities are screened and monitored by site directors. 2013-2018 Grant Goals and Objectives: In response to Goal 6 "Increase Children's Expressive and Receptive Language" the above school readiness goal was developed. Teachers increased parent understanding of importance of reading by including more books in take home activities. T/TA Assessment: Analysis and use of child outcome data in program planning.</p>																	

LANGUAGE GRAPHS

TEACHING STRATEGIES GOLD
LANGUAGE READINESS
HS 3 YEAR OLDS
2014-15 SCHOOL YEAR



TEACHING STRATEGIES GOLD
LANGUAGE READINESS
HS 4 YEAR OLDS
2014-15 SCHOOL YEAR



LITERACY

School Readiness Goal: 85% of children will demonstrate emergent reading and writing behaviors at or above the developmental expectation.

Objectives and Dimensions	Data Observations and Program Expectation	Response to Data: Action Step/Strategies															
<p>Objective:</p> <p>18. Comprehends and responds to books and other texts</p> <p>Dimension:</p> <p>18.a. Interacts during read-alouds and book conversations</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="383 842 610 1493"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>82%</td> <td>84%</td> <td>92%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>86%</td> <td>92%</td> <td>98%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	82%	84%	92%	Yes	4 yr olds	86%	92%	98%	Yes	<ul style="list-style-type: none"> • Read aloud training during pre-service • Focused literacy observations • PALS data analysis • Practice Based Coaching implementation (TLC) • Data meetings • Smart Boards installed in 4 year old rooms
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	82%	84%	92%	Yes													
4 yr olds	86%	92%	98%	Yes													
<p>Objective:</p> <p>18. Comprehends and responds to books and other texts</p> <p>Dimension:</p> <p>18.b. Uses emergent reading skills</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="724 842 951 1493"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>82%</td> <td>87%</td> <td>93%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>67%</td> <td>88%</td> <td>95%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	82%	87%	93%	Yes	4 yr olds	67%	88%	95%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	82%	87%	93%	Yes													
4 yr olds	67%	88%	95%	Yes													
<p>Objective:</p> <p>19. Demonstrates emergent writing skills</p> <p>Dimension:</p> <p>19.b. Writes to convey meaning</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="1027 842 1255 1493"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>68%</td> <td>78%</td> <td>86%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>67%</td> <td>81%</td> <td>85%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	68%	78%	86%	Yes	4 yr olds	67%	81%	85%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
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4 yr olds	67%	81%	85%	Yes													

Connection to other sources:

Self-Assessment: The following area to improve was identified in the self-assessment: improve the use of child data to develop individualized take home activities. This is being addressed by having more data meetings to analyze data and take home activities are screened and monitored by site directors.

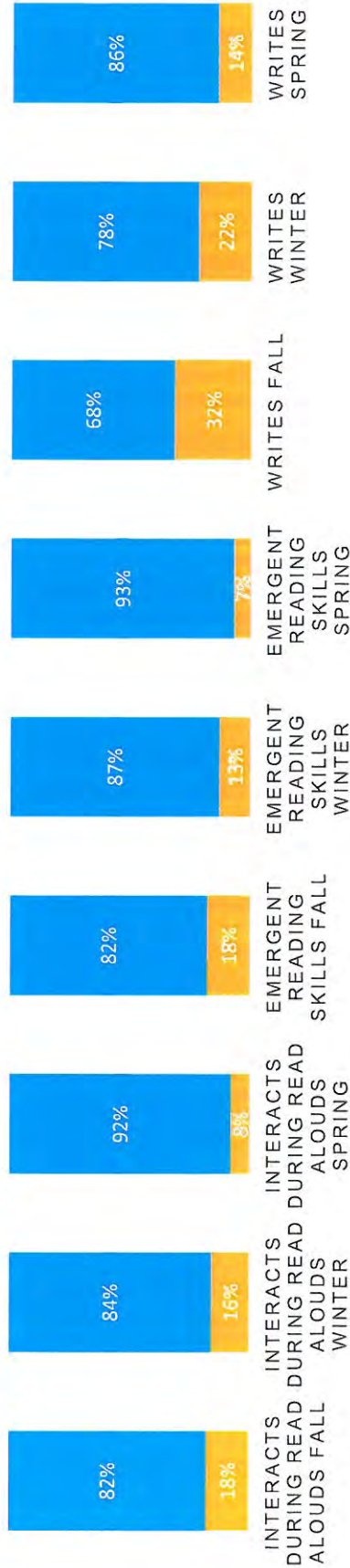
2013-2018 Grant Goals and Objectives: "Teachers increase the use of child assessments in lesson plans to target academic needs". Teachers increased parent understanding of importance of reading by including more books in take home activities.

TTA Assessment: Staff will receive additional literacy training. Analysis and use of child outcome data in program planning.

LITERACY GRAPHS

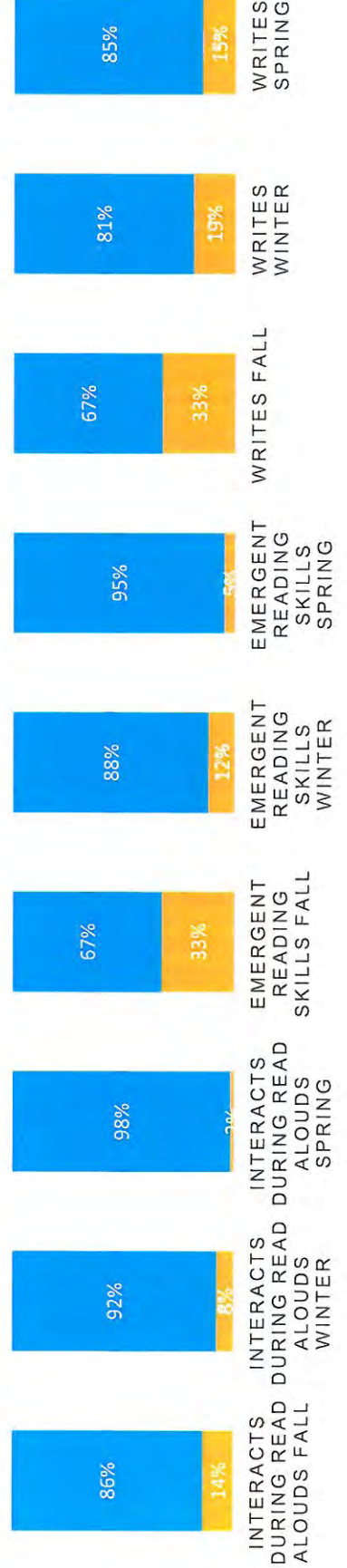
TEACHING STRATEGIES GOLD
LITERACY READINESS
HS 3 YEAR OLDS
2014-15 SCHOOL YEAR

Below Meets/Exceeds



TEACHING STRATEGIES GOLD
LITERACY READINESS
HS 4 YEAR OLDS
2014-15 SCHOOL YEAR

Below Meets/Exceeds



APPROACHES TO LEARNING

School Readiness Goal: 85% of children will demonstrate positive approaches to learning at or above the developmental expectation.

Objectives and Dimensions	Data Observations and Program Expectation	Response to Data: Action Steps/Strategies															
<p>11. Will demonstrate positive approaches to learning.</p> <p>Dimension:</p> <p>11.a. Attends and engages</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>84%</td> <td>91%</td> <td>94%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>61%</td> <td>84%</td> <td>86%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	84%	91%	94%	Yes	4 yr olds	61%	84%	86%	Yes	<ul style="list-style-type: none"> Teachers made wish lists for new materials to be added to the classrooms to encourage sustained interest. Attention to the interest areas was given making sure they reflected the study or theme of lesson plans
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	84%	91%	94%	Yes													
4 yr olds	61%	84%	86%	Yes													
<p>11. Will demonstrate positive approaches to learning.</p> <p>Dimension:</p> <p>11.b. Persists</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>79%</td> <td>84%</td> <td>90%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>51%</td> <td>75%</td> <td>80%</td> <td>No</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	79%	84%	90%	Yes	4 yr olds	51%	75%	80%	No	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	79%	84%	90%	Yes													
4 yr olds	51%	75%	80%	No													
<p>Connection to other sources: Self-Assessment: 2013-2018 Grant Goals and Objectives: T/TA Assessment: Analysis and use of child outcome data in program planning.</p>																	

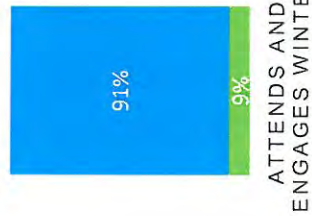
APPROACHES TO LEARNING

TEACHING STRATEGIES GOLD APPROACHES TO LEARNING READINESS HS 3 YEAR OLDS 2014-15 SCHOOL YEAR

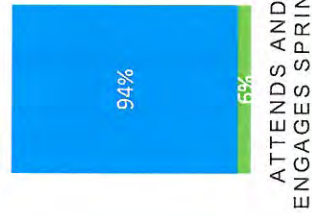
■ Below ■ Meets/Exceeds



ATTENDS AND
ENGAGES FALL



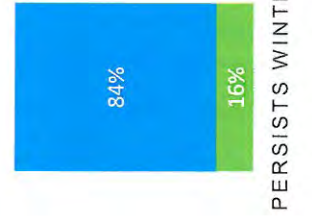
ATTENDS AND
ENGAGES WINTER



ATTENDS AND
ENGAGES SPRING



PERSISTS FALL



PERSISTS WINTER



PERSISTS SPRING

TEACHING STRATEGIES GOLD APPROACHES TO LEARNING READINESS HS 4 YEAR OLDS 2014-15 SCHOOL YEAR

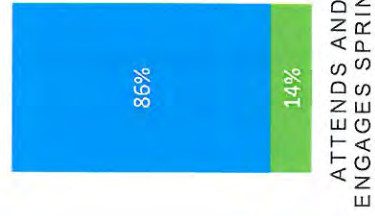
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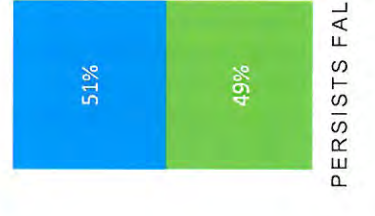
ATTENDS AND
ENGAGES FALL



ATTENDS AND
ENGAGES WINTER



ATTENDS AND
ENGAGES SPRING



PERSISTS FALL



PERSISTS WINTER



PERSISTS SPRING

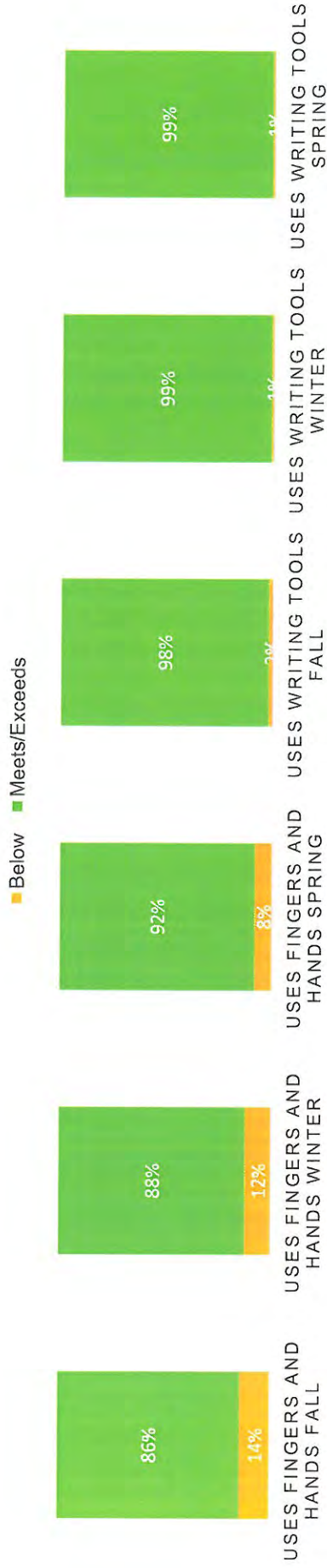
PHYSICAL DEVELOPMENT

School Readiness Goal: 85% of children will demonstrate fine motor strength and coordination at or above the developmental expectation.

Objectives and Dimensions	Data Observations and Program Expectation	Response to Data: Action Steps/Strategies															
<p>7. Demonstrates fine motor strength and coordination</p> <p>Dimension:</p> <p>7.a. Uses fingers and hands</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="415 926 643 1583"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>86%</td> <td>88%</td> <td>92%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>68%</td> <td>83%</td> <td>91%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	86%	88%	92%	Yes	4 yr olds	68%	83%	91%	Yes	<ul style="list-style-type: none"> New supplies were purchased to strengthen fine motor and writing skills. Practice Based Coaching implementation (TLC) Smart Boards installed in 4 year old rooms
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	86%	88%	92%	Yes													
4 yr olds	68%	83%	91%	Yes													
<p>7. Demonstrates fine motor strength and coordination.</p> <p>Dimension:</p> <p>7.b. Uses writing and drawing tools</p>	<p><i>% of children at or above the developmental expectation</i></p> <table border="1" data-bbox="761 926 989 1583"> <thead> <tr> <th>TSG Data</th> <th>Fall</th> <th>Winter</th> <th>Spring</th> <th>85% Goal Met?</th> </tr> </thead> <tbody> <tr> <td>3 yr olds</td> <td>98%</td> <td>99%</td> <td>99%</td> <td>Yes</td> </tr> <tr> <td>4 yr olds</td> <td>77%</td> <td>89%</td> <td>94%</td> <td>Yes</td> </tr> </tbody> </table>	TSG Data	Fall	Winter	Spring	85% Goal Met?	3 yr olds	98%	99%	99%	Yes	4 yr olds	77%	89%	94%	Yes	
TSG Data	Fall	Winter	Spring	85% Goal Met?													
3 yr olds	98%	99%	99%	Yes													
4 yr olds	77%	89%	94%	Yes													
<p>Connection to other sources: Self-Assessment: 2013-2018 Grant Goals and Objectives: "Teachers increase the use of child assessments in lesson plans to target academic needs". T/TA Assessment: Analysis and use of child outcome data in program planning.</p>																	

PHYSICAL DEVELOPMENT

TEACHING STRATEGES GOLD PHYSICAL DEVELOPMENT READINESS HS 3 YEAR OLDS 2014-15 SCHOOL YEAR



TEACHING STRATEGES GOLD PHYSICAL DEVELOPMENT READINESS HS 4 YEAR OLDS 2014-15 SCHOOL YEAR

