Goals	Objectives	Expected	Outcomes	Data Sources for	Outcomes	Analyzing Progress	Continuous Improvement
				Tracking			
		Mid-Year	Year-End	Progress			
Domain: Social and	By June 2015, 90% of all	45% of children will	90% of children will	DRDP	At mid-year, 47.4% of	At mid-year, we surpassed our	The use of DRDP 2015 allows
Emotional	preschool children will	score a minimum of	score a minimum of	Assessment Data	preschoolers improved their	expectations for our students on	a wider range of improvement
Development	learn how to understand	25% improvement	25% improvement from		score on Measure 4, Impulse	both these Social and Emotional	in each measure due to the 56
	the needs of other children	from the first to	the first to third		Control by 25% or more,	Development goals.	measures that reflect a
School Readiness &	to negotiate constructively	second assessment on	assessment on DRDP		which surpassed the mid-year		developmental continuum
Parent, Family,	within the constraints of	DRDP Measure 4:	Measure 11: Conflict		goal.	At year-end, we did not reach our	from early infancy to
<u>Community</u>	social rules and values by	Impulse Control and	Resolution and DRDP			goals in this domain and suspect	kindergarten. For example,
Engagement Goal:	program implementation	Measure 11: Conflict	Measure 4: Impulse		At mid-year, 50.2% of	this is because the assessment	responding (earlier, later),
Children will be socially	of the Second Step	Resolution .	Control.		preschoolers improved their	implementation time frame of two	exploring (earlier, middle,
and emotionally ready	Violence Prevention				score on Measure 11, Conflict	months between the second and	later), building (earlier,
for school.	Curriculum for				Resolution by 25% or more,	third assessments is insufficient to	middle, later), and integrating
	Preschool/Kindergarten as				which surpassed the mid-year	show significant growth.	(earlier).
	measured by the DRDP				goal.		
	Measure 11.					Additionally, changes in teaching	In the future, full-day
	D I 2015 000/ C II				At year end, 69.5% of	staff and resulting possible lapses	preschool teachers will
	By June 2015, 90% of all				preschoolers improved their	in communication regarding	conduct the third DRDP
	preschool children will				score on Measure 4. This was	measurements of children's	assessment by June 15th to
	develop strategies for				20.5% below our expectation	growth, affected the overall	allow the children more time
	regulating responses in				of 90% of children improving	outcome.	between the second and final
	increasingly socially				by at least 25%.		assessments to mature and
	appropriate ways by				1.72.00/	A high number of children began	strengthen their skills.
	program implementation				At year end, 72.0% of	the first and second assessments	
	of the Second Step				preschoolers improved their	with a high rating; therefore, the	PFCE Goal:
	Violence Prevention Curriculum as measured				score on Measure 11. This was	final DRDP does not show	CSB recognizes that positive social and emotional
					18% below our expectation of	considerable improvement as	
	by DRDP Measure 4.				90% of children improving by	further growth beyond the	development in children is the foundation for school success.
					at least 25%.	assessment's highest rating cannot be measured with the	
Related PFCE	$D_{\rm re}$ Lung 2015 200/ of -11		800/ of training	Second Step	Even so, between the first and	DRDP 2010.	We also recognize and are
Outcome : Families as	By June 2015, 20% of all preschool families will		80% of training participants will report	Second Step Violence	third DRDP assessment, there	DKDP 2010.	committed to ensuring social and emotional growth in
	*			Prevention Parent	,	PFCE Goal:	
Lifelong Educators	learn strategies to strengthen and maintain		an increased awareness and knowledge of	Training Pre and	was <i>an average</i> of 26.89% improvement on Measure 4,	The pre-survey results were much	children through the support of their families. Families are
	positive parent-child		strategies presented in	Post Surveys	Impulse Control and 30.16%	higher than expected. The data	a child's most important
	relationships, including		the Second Step	r ost surveys	on Measure 11, Conflict	indicates that families had a high	teachers.
			Curriculum as		Resolution.		leachers.
	home parenting strategies,				Resolution.	knowledge of Second Step	Our teachers will continue to
	as measured by pre and		measured by pre and		DECE Goal:	Strategies prior to	
	post surveys, through their		post surveys.		<u>PFCE Goal:</u>	implementation; therefore fewer	implement the Second Step
	participation in training on				The survey results indicate	parents reported having an	curriculum during the 2015-16

the Second Step Violence that an average of 57.5% of increased knowledge of Second	
	program year while including
Prevention Curriculum. participating families had an Step strategies in the post-survey.	parents and families in events
increased awareness of Second We suspect that parents felt they	such as parent meetings,
Step strategies in the areas of had a strong knowledge of social	parent training, weekly take-
Self Control and Conflict and emotional development in	home activities, and weekly
Resolution. This was below children and were aware of	letters detailing ways to
our expectation of 80% of strategies to support their child;	support their child's learning
participants reporting an however, their knowledge was not	through specific Second Step
increase in knowledge. specific to Second Step strategies	strategies.
as indicated in the survey.	
The post-survey results Additionally, the Second Step	The Second Step curriculum
indicate that 95% of families curriculum was implemented	will be implemented in
reported being "somewhat mid-year by teachers and	August of the new 2015-16
aware" or "very aware" of supported by families. The time	program year to allow
Second Step strategies. frame between mid-January to	children and families more
May, when the surveys were	time to acquire Second Step
In comparing the pre-survey conducted and the curriculum was	skills and strategies.
results to the post-survey implemented, did not allow	
results, in the area of Self- sufficient time to show significant	
Control, 20% of families parental knowledge on Second	
reported an increase in Step strategies.	
knowledge.	
In comparing the pre-survey	
results to the post-survey	
results, in the area of Conflict	
Resolution, 19% of families	
reported an increase in	
knowledge.	

Goals	Objectives	Expected Outcomes		Data Sources for	Outcomes	Analyzing Progress	Continuous Improvement
		Mid-Year	Year-End	Tracking Progress			
Domain: Language and Literacy Development School Readiness Goal: Children will engage with literature in developmentally appropriate ways.	By June 2015, 90% of all preschool children will show awareness of the sounds that make up language, including segmentation of sounds in words and recognition of word rhyming and alliteration as measured by DRDP Measure 20.	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 20: Phonological Awareness.	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 20: Phonological Awareness.	DRDP Assessment Data	At mid-year, 55.7% of preschoolers improved their score on Measure 20, Phonological Awareness which surpassed the mid-year goal. At year end, 75.3% of preschoolers improved their score on Measure 20. This was 14.7% below our expectation of 90% of children improving by at least 25%. Even so, between the first and third DRDP assessment, there was <i>an average</i> of 36.68% improvement on Measure 20, Phonological Awareness.	At mid-year, we surpassed our expectations for our students on the Language and Literacy Development goal. At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth. Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome. A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the DRDP 2010.	The use of DRDP 2015 allows a wider range of improvement in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier). In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and strengthen their skills.

Mid-Year Year-End Progress	Goals	Objectives	Expected Outcomes		Data Sources for Outcomes	Outcomes	Analyzing Progress	Continuous Improvement
to Learningpreschool children will persist in understanding and mastering a self- selected activity, even if children will show an interest and an easierest to learn in varied topics and activities.score a minimum of 25% improvement from the first to be cond assessment on DRDP be send assessment on varied topics and activities.Assessment DBDP assessment on DBDP assessment on DBDP assessment on be first to the aggement and Persistence.Assessment Data score a minimum of topic score a sessment on goal.expectations for our students on the Approaches to Learning goal.a wider magare improvement in each magare that be 56 measure 31.Khool Readiness Challer my vill show an and an ergements to learn in varied topics and activities.Preschool resimproved their score on Measure 31.essessment on topic score and topics and activities.Assessment on topic score and topics topic score and topics topic score and topics topic score and topics topic score and topic score and to			Mid-Year	Year-End	Tracking Progress			
	to Learning School Readiness Goal: Children will show an interest and an eagerness to learn in varied topics and	preschool children will persist in understanding and mastering a self- selected activity, even if challenging or difficult as measured by DRDP	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 31: Engagement and	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 31: Engagement and	DRDP	preschoolers improved their score on Measure 31, Engagement and Persistence which surpassed the mid-year goal. At year end, 74.4% of preschoolers improved their score on Measure 31. This was 15.6% below our expectation of 90% of children improving by at least 25%. Even so, between the first and third DRDP assessment, there was <i>an average</i> of 30.40% improvement on Measure 31,	 expectations for our students on the Approaches to Learning goal. At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth. Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome. A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the 	 in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier). In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and

Goals	Objectives	Expected Outcomes		Data Sources for Tracking Outcomes		Analyzing Progress	Continuous Improvement
		Mid-Year	Year-End	Progress			
Domain: Cognition and General Knowledge School Readiness Goal: Children will use math regularly and in everyday routines to count, compare, identify patterns and problem solve.	By June 2015, 90% of all preschool children will show an increasing understanding of measurable properties, such as lengths, weight, and capacity and begin to quantify those properties as measured by DRDP Measure 35.	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 35: Measurement.	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 35: Measurement.	DRDP Assessment Data	At mid-year, 56.5% of preschoolers improved their score on Measure 35, Measurement by 25% or more, which surpassed the mid-year goal. At year end, 75.8% of preschoolers improved their score on Measure 35. This was 14.2% below our expectation of 90% of children improving by at least 25%. Even so, between the first and third DRDP assessment, there was <i>an average</i> of 35.06% improvement on Measure 35, Measurement.	At mid-year, we surpassed our expectations for our students on the Cognition and General Knowledge goal. At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth. Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome. A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the DRDP 2010.	The use of DRDP 2015 allows a wider range of improvement in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier). In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and strengthen their skills.

Goals	Objectives	Expected Outcomes		Data Sources for	Outcomes	Analyzing Progress	Continuous Improvement
		Mid-Year	Year-End	Tracking Progress			
Domain: Physical Development and Health School Readiness Goal: Children will demonstrate control of small muscles for such purposes as using utensils, self-care, building, writing, and manipulation.	By June 2015, 90% of all preschool children will refine the ability to plan and coordinate use of grasp, release, strength, and control of fingers and hands for functional and play activities as measured by DRDP Measure 40.	45% of children will score a minimum of 25% improvement from the first to second assessment on DRDP Measure 40: Fine Motor Skills.	90% of children will score a minimum of 25% improvement from the first to third assessment on DRDP Measure 40: Fine Motor Skills.	DRDP Assessment Data	At mid-year, 49.2% of preschoolers improved their score on Measure 40, Fine Motor by 25% or more, which surpassed the mid-year goal. At year end, 68.1% of preschoolers improved their score on Measure 40. This was 21.9% below our expectation of 90% of children improving by at least 25%. Even so, between the first and third DRDP assessment, there was <i>an average</i> of 25.70% improvement on Measure 40, Fine Motor.	At mid-year, we surpassed our expectations for our students on the Physical Development and Health goal. At year-end, we did not reach our goal in this domain and suspect this is because the assessment implementation time frame of two months between the second and third assessments is insufficient to show significant growth. Additionally, changes in teaching staff and resulting possible lapses in communication regarding measurements of children's growth, affected the overall outcome. A high number of children began the first and second assessments with a high rating; therefore, the final DRDP does not show considerable improvement as further growth beyond the assessment's highest rating cannot be measured with the DRDP 2010.	The use of DRDP 2015 allows a wider range of improvement in each measure due to the 56 measures that reflect a developmental continuum from early infancy to kindergarten. For example, responding (earlier, later), exploring (earlier, middle, later), building (earlier, middle, later), and integrating (earlier). In the future, full-day preschool teachers will conduct the third DRDP assessment by June 15th to allow the children more time between the second and final assessments to mature and strengthen their skills.