

California Department of Education
 Early Education and Support Division
 March 2017

**Desired Results Developmental Profile – Summary of Findings
 Program Action Plan Educational Goal**

Contractor Legal Name Mountain View Whisman School District	
Contract Type CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool
Planning Date 1/6/2021	Lead Planner Name and Position Terri Kemper - Director, Preschool Programs
<p>Review the Desired Results Developmental Profile Summary of Findings at the Program or Network level and plan on the areas that your agency will focus on. Each contract type should have a program level plan and action steps. Include this information in the response boxes below.</p> <p style="text-align: center;">This form can be expanded and is not limited to a single page.</p>	
Key Findings by Domain from Developmental Profiles	<p>During the fall rating period in Language and Literacy Development on the Modified Essential View group data shows that children scored lowest in the areas of LLD4 (reciprocal communication and conversation) and LLD6 (comprehension of age-appropriate text). In LLD4, 26% of children scored in Exploring, 64% in Building and 10% at Integrating Earlier (total of 74% in Building and Integrating Earlier). In LLD6 26% of children scored in Exploring, 70% in Building, and 4% in Integrating (total of 74% in Building and Integrating Earlier). Children were strongest in three areas: LLD3, LLD9, and LLD10. In LLD3 (communication and use of language - expressive) 9% of children scored in Exploring, 80% in Building, and 11% in Integrating Earlier (total of 91% in Building and Integrating Earlier). In LLD9 8% of children scored in Exploring, 71% in Building, and 21% in Integrating Earlier (total of 92% in Building and Integrating Earlier). In LLD10 9% of children scored Exploring, 80% in Building, and 11% in Integrating Earlier (total of 91% in Building and Integrating Earlier).</p> <p>During the fall rating period in Cognition (Including Math and Science) on the Modified Essential View group data shows that children scored lowest in the areas of COG4 (number sense of math operations) and COG6 (patterning). In COG4, 9% of children scored in Exploring, 81% in Building and 3% at Integrating Earlier total of 84% in Building and Integrating Earlier). In COG6, 11% of children scored in Exploring, 82% in Building, and 5% in Integrating (total of 87% in Building and Integrating Earlier). Children were strongest in COG2 (classification) and COG7 (shapes). In COG2, 9% of children scored in Exploring, 88% in Building, and 3% in Integrating Earlier (total of 91% in Building and Integrating Earlier). In COG7 7%</p>
Ask: Where is the program now?	(This section is currently blank in the provided image)

	<p>of children scored in Exploring, 89% in Building, and 4% in Integrating Earlier (total of 93% in Building and Integrating Earlier).</p>
<p>Educational Program Goal(s)</p> <p>Ask: Where does the program want to go?</p>	<p><u>Language and Literacy Development</u> Students will move up at least one or two developmental levels in all areas of LLD on the spring DRDP, especially LLD4 and LLD6. Moreover, 25% or more of children will reach Integrating Earlier in LLD4 and LLD6 and 30% or more of children will reach Integrating Earlier in LLD3, LLD9, and LLD10.</p> <p><u>Cognition (Including Math & Science)</u> Students will move up at least one or two developmental levels in COG on the spring DRDP, especially COG4 and COG6. Specifically, 25% or more of children will reach Integrating Earlier in COG4 and COG6 and 30% or more of children will reach Integrating Earlier in COG2 and COG7.</p>
<p>Action Steps (i.e. address activity planning, curriculum modifications, materials required, staff or program schedules, child-staff interactions, classroom use of space, professional development, parent education, and/or community outreach)</p> <p>Ask: How does the program get there?</p>	<p><u>Language and Literacy Development</u> Teachers will use the Preschool Learning Foundations & Frameworks, the OWL curriculum, More Than Letters, and online resources to differentiate and incorporate developmentally appropriate and progressively challenging LLD activities in their lesson plans. They will focus more activities on building LLD4 and LLD6 skills.</p> <p>Teachers will engage parents and inform them of math learning objectives and ways to support students at home through Google Classroom posts, parent-teacher conferences and ReadyRosie videos. Teachers will encourage the use of Square Panda literacy playsets at home that were provided for each student (along with compatible iPads) at the beginning of the school year.</p> <p><u>Cognition (Including Math & Science)</u> Teachers will use the Preschool Learning Foundations & Frameworks, the OWL curriculum, More Than Numbers, and online resources to differentiate and incorporate developmentally appropriate and progressively challenging COG activities in their lesson plans. They will focus more activities on building COG4 and COG6 skills.</p> <p>Teachers will engage parents and inform them of math learning objectives and ways to support students at home through Google Classroom posts, parent-teacher conferences and ReadyRosie videos. More materials related to COG4 and COG6 will be provided during monthly materials distribution to support hands-on practice of skills during distance learning.</p>

Expected Completion Date and/or Ongoing Implementation and Persons Responsible

Expected completion date: 5/30/2021

Plans will be implemented through the remainder of the 2020-21 school year to support student growth and kindergarten readiness. Classroom staff will be responsible for instruction, monitoring ongoing assessment, and modifying lesson plans as needed. The preschool director will provide professional development and curriculum and lesson planning support to teaching staff.

Though progress on learning goals will be assessed at the end of the Spring 2021 rating period (4/30/2021), staff will continue to facilitate learning in all areas through the end of the school year.

Update: 5/14/21

Language and Literacy Development

Spring DRDP data showed that 26% of children reached Integrating Earlier in LLD4 and 28% in LLD6. This was slightly above our goal of 25% for both areas. In LLD3, LLD9, and LLD10 and 37%, 50%, and 43% of children, respectively, achieved Integrating Earlier. All areas were higher than our goal of at least 30%.

Cognition (Including Math & Science)

Spring DRDP data showed that 45% of children reached Integrating Earlier in COG4 and 52% COG6. This was significantly above our goal of 25% for both areas. In COG2 and COG7, 27% and 50%, of children respectively, achieved Integrating Earlier. The results were 3% below our goal of 30% for COG2. However, the data demonstrated that 24% of students were Integrating Earlier, a substantial increase from Fall's score of 3% in Integrating Earlier. For COG7 we exceeded our goal by 20%, with 50% of students at Integrating Earlier.

Ask: By when?

