

Appendix D

NYS PRE-K SELF-ASSESSMENT AND
QUALITY IMPROVEMENT ACTION
PLAN 2019-2021

Agency Code

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District Name:	Contact Person:
Address:	Title:
City:	Telephone:
Zip Code:	E-Mail:

Indicate the Pre-K grants received by the district and complete the project number.

<input type="checkbox"/> Universal Prekindergarten (UPK)	Project # 0409-20-
<input type="checkbox"/> Statewide Universal Full-Day Prekindergarten (SUFDPK)	Project # 0409-20-
<input type="checkbox"/> Additional Expanded Prekindergarten (EPK4)	Project # TBD

Does this district participate in QualitystarsNY? YES NO

Standard Area: Classroom Environment (CE)

Standard Number and Status	Standard	<u>Description of Implementation Status</u> Describe what the district has in place to meet the standard.
<u>CE-1</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The daily schedule allows for a balance of intentionally-planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities. Approximately <u>one-third of the daily schedule</u> is designated for children to engage in self-initiated activities.	
<u>CE-2</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The classroom is divided into clearly defined, well-equipped learning centers including, but not limited to: dramatic play; blocks and construction; library, language arts, technology/media; science and nature; mathematics and manipulative materials; writing; creative arts; sand and water play and music. If requesting funds to serve three-year old students, the applicant describes how an appropriate classroom environment has or will be created for the three-year old age group differs from the classrooms for four-year old students.	
<u>CE-3</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district uses a <u>valid and reliable</u> measure of environmental quality that allows it to evaluate the program's strengths and weaknesses and make improvements that will increase program quality.	

Classroom Environment

Next Steps:	
Responsible Person(s):	
Timeframe:	

SED COMMENTS:

Standard Area: Staff and Program Oversight

Standard Number and Status	Standard	<u>Description of Implementation Status</u> Describe what the district has in place to meet the standard.
SPO-1 <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district has written procedures for ensuring that all Prekindergarten teaching staff are certified or for staff in CBOs have a viable plan for becoming certified within five years of commencing employment as a prekindergarten teacher.	
SPO-2 <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district uses valid and reliable measures of teacher-student interactions to identify and support the use of classroom practices and processes that have the most positive effects on children's learning.	
SPO-3 <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district has a plan to monitor compliance with program requirements across all prekindergarten settings (public school and CBO sites), including regular classroom observations, professional development, meetings with teachers and administrators.	

Staff and Program Oversight

Next Steps:	
Responsible Person(s):	
Timeframe:	

SED COMMENTS:

Standard Area: Curriculum Planning and Implementation (CPI)

Standard Number and Status	Standard	<u>Description of Implementation Status</u> Describe what the district has in place to meet the standard.
<u>CPI-1</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district uses a written curriculum or curriculum framework that: <ul style="list-style-type: none"> <input type="checkbox"/> is developmentally appropriate; <input type="checkbox"/> for three-year old students, aligns with the <i>NYS Early Learning Guidelines (2012 edition)</i>; <input type="checkbox"/> for four-year old students, aligns with the <i>NYS Prekindergarten Learning Standards</i>; and • ensures continuity with the district's Kindergarten to Grade 3 curriculum. 	
<u>CPI-2</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	All teaching staff receive: <ul style="list-style-type: none"> • annual training to implement the curriculum; and • supervisory support to assist with curriculum implementation. 	
<u>CPI-3</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district implements appropriate modifications and provides additional supports to enable children with Individual Education Plans (IEPs) more effective inclusion in the full range of the program's activities.	
<u>CPI-4</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district implements appropriate modifications and provides additional supports to ensure that children who speak languages other than English at home are provided equal access to the program and opportunities to achieve the same program goals and standards as other participating children.	

Curriculum Planning and Implementation

Next Steps:	
Responsible Person(s):	
Timeframe:	

SED COMMENTS:

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Standard Area: Child Screening and Assessment (CSA)

Standard Number and Status	Standard	<u>Description of Implementation Status</u> Describe what the district has in place to meet the standard.
<u>CSA-1</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district uses a developmental screening tool that is valid and reliable , and that at a minimum, assesses language, cognitive and motor development.	
<u>CSA-2</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district documents the developmental progress of each child at least two times per school year using a child development assessment tool(s) that is valid and reliable and that at a minimum assesses language, cognitive and social-emotional development.	
<u>CSA-3</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district has a process for using assessment results to inform instruction and address the needs of individual children.	
<u>CSA-4</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district has a process for using aggregated assessment results to inform program practice.	

Child Screening and Assessment

Next Steps:	
Responsible Person(s):	
Timeframe:	

SED COMMENTS:

Standard Area: Professional Learning (PL)

Standard Number and Status	Standard	<u>Description of Implementation Status</u> Describe what the district has in place to meet the standard.
PL-1 <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Staffs from both the district and collaborating CBOs are involved in identifying needs and planning that: <ul style="list-style-type: none"> • focuses on improving teacher performance; • connects to the goals and needs of the prekindergarten and K-3 programs; • integrates all domains of early learning; and • uses trainers with the qualifications, experience and knowledge to provide informative, practical, research-based training. 	

Professional Development

Next Steps:	
Responsible Person(s):	
Timeframe:	

SED COMMENTS:

Standard Area: Family Engagement (FE)

Standard Number and Status	Standard	<u>Description of Implementation Status</u> Describe what the district has in place to meet the standard.
FE-1 <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district has written policies and procedures to ensure active engagement of parents and/or guardians in the education of their children.	
FE-2 <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district uses the results of an annual program evaluation/survey completed by families for program improvement.	
FE-3 <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	The district provides, directly or through referral, comprehensive services to all children and their families as necessary to maximize a child's participation in the prekindergarten program. Whenever possible, comprehensive services are provided in collaboration with other community organizations in a non-duplicative manner and in the language or mode of communication best understood by the children and their families. As used in this standard, the term “comprehensive services” means any services needed by any Pre-K student or family, not only those who have been identified as a preschool child with a disability.	
FE-4 <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	Comprehensive services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand.	

Family Engagement

Next Steps:	
Responsible Person(s):	
Timeframe:	

SED COMMENTS:

Standard Area: Transitions to Kindergarten (T)
Required for districts receiving Priority Pre-K and Expanded Pre-K grants

Standard Number and Status	Standard	<u>Description of Implementation Status</u> Describe what the district has in place to meet the standard.
<u>T-1</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	<p>The district has a plan for establishing and maintaining contact with early childhood programs located within the district's boundaries (not only those collaborating with the district for Pre-K services) for the purpose of meeting with directors and teachers from early childhood programs to:</p> <ul style="list-style-type: none"> • share and learn the curricular content of both prekindergarten and kindergarten; and • to discuss how to help children and families transition to kindergarten. 	
<u>T-2</u> <input type="checkbox"/> Not Implemented <input type="checkbox"/> In Process <input type="checkbox"/> Implemented	<p>The district has a process for kindergarten registration that includes:</p> <ul style="list-style-type: none"> • questions about a child's preschool experience (parent questionnaire or interview); and • outreach to families of those children not enrolled in its prekindergarten program. 	

Transitions to Kindergarten

Next Steps:	
Responsible Person(s):	
Timeframe:	

SED COMMENTS:

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