**APPENDIX D**

**NYS PRE-K SELF-ASSESSMENT AND**

**QUALITY IMPROVEMENT ACTION PLAN**

**2018-2020**

**Agency Code**

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| **District Name:** | **Contact Person:** |
| **Address:** | **Title:** |
| **City & State:** | **Telephone:** |
| **Zip:** | **E-Mail:** |

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

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| Additional Grants for Expanded Pre-K Project # TBD |

Does this district participate in QualitystarsNY? YES NO

### Standard Area: Classroom Environment (CE)

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| **Standard**  **Number and Status** | **Standard** | **Description of Implementation Status**  **Describe what the district has in place to meet the standard.** |
| **CE-1**   Not Implemented   In Process   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 **one-third of the daily schedule** is designated for children to engage in self-initiated activities. |  |
| **CE-2**   Not Implemented   In Process   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 serving three-year olds, the district must demonstrate that it has created appropriate classroom environments and activities for the three-year old age group.*** |  |
| **CE-3**   Not Implemented   In Process   Implemented | The district uses a **valid and reliable** 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

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| **Next Steps:** |  |
| **Responsible Person(s):** |  |
| **Timeframe:** |  |

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### Standard Area: Teaching Staff Qualifications (TSQ)

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| **Standard Number and Status** | **Standard** | | **Description of Implementation Status**  **Describe what the district has in place to meet the standard.** | |
| **TSQ-1**   Not Implemented   In Process   Implemented | Each Pre-K teacher meets **ONE** of the following criteria:   * NYS Early Childhood Teacher (Birth - Grade 2) Certificate – **OR** — * NYS Students with Disabilities (Birth - Grade 2) Certificate – **OR** – * a Bachelor's degree in ECE or a related field and have a written five year plan for becoming certified – **OR** – * for Pre-K teachers employed by a community-based organization (CBO) that is regulated by another State agency, the qualifications established by the program’s regulatory authority **and** have a written five year plan for becoming certified – **OR** – * for Pre-K teachers employed by a community-based organization (CBO) that is not regulated by another State agency, meet the qualifications established by the program’s administration **and** have a written five year plan for becoming certified. |  | |
| **TSQ -2**   Not Implemented   In Process   Implemented | The district has **written procedures** for ensuring that all Pre-K teaching staff are certified or have a viable plan for becoming certified within five years of commencing employment as a Pre-K teacher. | |  | |
| **TSQ-3**   Not Implemented   In Process   Implemented | CBOs that employ teachers who are not certified have a supervisor who is certified for service in the early childhood or childhood grades and who is on-site during the hours of Pre-K operation. | |  | |
| **TSQ-4**   Not Implemented   In Process   Implemented | The district uses **valid and reliable** measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children’s learning. | |  | |

Teaching Staff Qualifications

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| **Next Steps:** |  |
| **Responsible Person(s):** |  |
| **Timeframe:** |  |

### Standard Area: Curriculum Planning and Implementation (CPI)

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| **Standard**  **Number and Status** | **Standard** | **Description of Implementation Status**  **Describe what the district has in place to meet the standard.** |
| **CPI-1**   Not Implemented   In Process   Implemented | The district uses a **written** curriculum or curriculum framework that is evidenced-based (meaning research has been conducted regarding the relationship between the curriculum and children's learning), as well as developmentally appropriate (addresses the key domains of child development). |  |
| **CPI-2**   Not Implemented   In Process   Implemented | The district uses a **written** curriculum or curriculum framework that:   * for three-year old students, aligns with the *NYS Early Learning Guidelines*; * for four-year old students, aligns with the *NYS Prekindergarten Foundation for the Common Core*; and * ensures continuity with the district’s Kindergarten to Grade 3 curriculum. |  |
| **CPI-3**   Not Implemented   In Process   Implemented | All teaching staff receive:   * annual training to implement the curriculum; and * supervisory support to assist with curriculum implementation. |  |
| **CPI-4**   Not Implemented   In Process   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. |  |
| **CPI-5**   Not Implemented   In Process   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

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| **Next Steps:** |  |
| **Responsible Person(s):** |  |
| **Timeframe:** |  |

### Standard Area: Child Screening and Assessment (CSA)

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| **Standard**  **Number and Status** | **Standard** | **Description of Implementation Status**  **Describe what the district has in place to meet the standard.** |
| **CSA-1**   Not Implemented   In Process   Implemented | The district has established a child screening and assessment process that complies with applicable regulations includes procedures for collecting and protecting assessment results and provisions for sharing results with families. |  |
| **CSA-2**   Not Implemented   In Process   Implemented | The district uses a developmental screening tool that is **valid and reliable**. |  |
| **CSA-3**   Not Implemented   In Process   Implemented | The district documents the developmental progress of each child three times per school year using a child development assessment tool(s) that is **valid and reliable**. |  |
| **CSA-4**   Not Implemented   In Process   Implemented | The district can document that assessment results are used to inform instruction and to address the needs of individual children. |  |
| **CSA-5**   Not Implemented   In Process   Implemented | The district can document that aggregated assessment results are used to inform program practice. |  |

Child Screening and Assessment

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| **Next Steps:** |  |
| **Responsible Person(s):** |  |
| **Timeframe:** |  |

**Standard Area: Professional Development (PD)**

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| **Standard**  **Number and Status** | **Standard** | **Description of Implementation Status**  **Describe what the district has in place to meet the standard.** |
| **PD-1**   Not Implemented   In Process   Implemented | Staffs from both the district and collaborating CBOs are involved in identifying needs and planning of professional development focused on improving teacher performance. |  |
| **PD-2**   Not Implemented   In Process   Implemented | Professional development is connected to the goals and needs of the prekindergarten and kindergarten programs. |  |
| **PD-3**   Not Implemented   In Process   Implemented | Professional development includes approaches that are grounded in research and the application of practice in real situations emphasizing a strengths-based approach. |  |
| **PD-4**   Not Implemented   In Process   Implemented | Professional development provides information on how to integrate all the domains of early learning as set forth in:   * the *NYS Early Learning Guidelines,* for three-year old students; and * the *NYS Prekindergarten Foundation for the Common Core* for four-year old students. |  |
| **PD-5**   Not Implemented   In Process   Implemented | Trainers have the qualifications, experience and knowledge to provide informative, practical research based training in the content areas. |  |
| **PD-6**   Not Implemented   In Process   Implemented | Evaluation of professional development:   * occurs over time; and * addresses the benefits and applications to practice, not just the satisfaction level of the participants. |  |

Professional Development

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| **Next Steps:** |  |
| **Responsible Person(s):** |  |
| **Timeframe:** |  |

### Standard Area: Family Engagement (FE)

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| **Standard**  **Number and Status** | **Standard** | **Description of Implementation Status**  **Describe what the district has in place to meet the standard.** |
| **FE-1**   Not Implemented   In Process   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**   Not Implemented   In Process   Implemented | Families complete a program evaluation/survey annually and the district uses the results for program improvement. |  |
| **FE-3**   Not Implemented   In Process   Implemented | The district provides, directly or through referral, support services to all children and their families as necessary to maximize a child's successful participation in the prekindergarten program. Whenever possible, support services are provided in collaboration with other community organizations in a non-duplicative manner.  **As used in this standard, the term “support 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**   Not Implemented   In Process   Implemented | Support 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

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| **Next Steps:** |  |
| **Responsible Person(s):** |  |
| **Timeframe:** |  |

**Standard Area: Transitions to Kindergarten for Four-Year Old Students (T)**

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| **Standard**  **Number and Status** | **Standard** | **Description of Implementation Status**  **Describe what the district has in place to meet the standard.** |
| **T-1**   Not Implemented   In Process   Implemented | The district has established a contact at each of the early childhood programs located within the district’s boundaries. |  |
| **T-2**   Not Implemented   In Process   Implemented | The district has a kindergarten registration process that includes questions about a child’s preschool experience (parent questionnaire or interview). |  |
| **T-3**   Not Implemented   In Process   Implemented | District schools are accessible to families before children’s enrollment in kindergarten (i.e., play groups, story hours, cultural activities, and open houses are established and welcome parents and preschoolers). |  |
| **T-4**   Not Implemented   In Process   Implemented | The district provides parents with the opportunity to meet school staff before the first day of kindergarten. |  |
| **T-5**   Not Implemented   In Process   Implemented | The district makes outreach to families of those children not enrolled in its prekindergarten program. |  |
| **T-6**   Not Implemented   In Process   Implemented | The district hosts meetings with directors and teachers from prekindergarten sites and principals and kindergarten teachers to discuss effective transitions. |  |
| **T-7**   Not Implemented   In Process   Implemented | District personnel (such as principals, reading specialists, special education representatives, kindergarten teachers) visit the prekindergarten sites in the community within the first quarter of the year, and meet with staff there for the purpose of sharing and learning about the curricular content of both prekindergarten and kindergarten. |  |

Transitions to Kindergarten

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| **Next Steps:** |  |
| **Responsible Person(s):** |  |
| **Timeframe:** |  |