

**APPENDIX D**

**NYS PRE-K SELF-ASSESSMENT AND  
QUALITY IMPROVEMENT ACTION PLAN  
2018-2020**

**Agency Code**

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|--------------------------|------------------------|
| <b>District Name:</b>    | <b>Contact Person:</b> |
| <b>Address:</b>          | <b>Title:</b>          |
| <b>City &amp; State:</b> | <b>Telephone:</b>      |
| <b>Zip:</b>              | <b>E-Mail:</b>         |

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

|   |               |
|---|---------------|
| <input type="checkbox"/> Additional Grants for Expanded Pre-K | Project # TBD |
|---|---------------|

Does this district participate in QualitystarsNY?  YES  NO

## Standard Area: Classroom Environment (CE)

| Standard Number and Status   | Standard   | Description of Implementation Status<br>Describe what the district has in place to meet the standard. |
|--|--|---|
| <b>CE-1</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><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 <b>one-third of the daily schedule</b> is designated for children to engage in self-initiated activities.  |   |
| <b>CE-2</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><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.<br><br><i><b>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.</b></i> |   |
| <b>CE-3</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district uses a <b>valid and reliable</b> 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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| <b>Next Steps:</b>            |  |
| <b>Responsible Person(s):</b> |  |
| <b>Timeframe:</b>             |  |

## Standard Area: Teaching Staff Qualifications (TSQ)

| Standard Number and Status   | Standard  | <u>Description of Implementation Status</u><br>Describe what the district has in place to meet the standard. |
|--|---|--|
| <p><b><u>TSQ-1</u></b><br/> <input type="checkbox"/> Not Implemented<br/> <input type="checkbox"/> In Process<br/> <input type="checkbox"/> Implemented</p>  | <p>Each Pre-K teacher meets <b>ONE</b> of the following criteria:</p> <ul style="list-style-type: none"> <li>• NYS Early Childhood Teacher (Birth - Grade 2) Certificate – <b>OR</b> –</li> <li>• NYS Students with Disabilities (Birth - Grade 2) Certificate – <b>OR</b> –</li> <li>• a Bachelor's degree in ECE or a related field and have a written five year plan for becoming certified – <b>OR</b> –</li> <li>• 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 <b>and</b> have a written five year plan for becoming certified – <b>OR</b> –</li> <li>• 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 <b>and</b> have a written five year plan for becoming certified.</li> </ul> |  |
| <p><b><u>TSQ -2</u></b><br/> <input type="checkbox"/> Not Implemented<br/> <input type="checkbox"/> In Process<br/> <input type="checkbox"/> Implemented</p> | <p>The district has <b>written procedures</b> 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.</p>  |  |
| <p><b><u>TSQ-3</u></b><br/> <input type="checkbox"/> Not Implemented<br/> <input type="checkbox"/> In Process<br/> <input type="checkbox"/> Implemented</p>  | <p>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.</p>  |  |
| <p><b><u>TSQ-4</u></b><br/> <input type="checkbox"/> Not Implemented<br/> <input type="checkbox"/> In Process<br/> <input type="checkbox"/> Implemented</p>  | <p>The district uses <b>valid and reliable</b> 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.</p>   |  |

## Teaching Staff Qualifications

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| <b>Next Steps:</b>            |  |
| <b>Responsible Person(s):</b> |  |
| <b>Timeframe:</b>             |  |

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

| Standard Number and Status   | Standard   | <u>Description of Implementation Status</u><br>Describe what the district has in place to meet the standard. |
|--|--|--|
| <b><u>CPI-1</u></b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district uses a <b>written</b> 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).  |  |
| <b><u>CPI-2</u></b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district uses a <b>written</b> curriculum or curriculum framework that: <ul style="list-style-type: none"> <li>• for three-year old students, aligns with the <i>NYS Early Learning Guidelines</i>;</li> <li>• for four-year old students, aligns with the <i>NYS Prekindergarten Foundation for the Common Core</i>; and</li> <li>• ensures continuity with the district's Kindergarten to Grade 3 curriculum.</li> </ul> |  |
| <b><u>CPI-3</u></b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | All teaching staff receive: <ul style="list-style-type: none"> <li>• annual training to implement the curriculum; and</li> <li>• supervisory support to assist with curriculum implementation.</li> </ul>  |  |
| <b><u>CPI-4</u></b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><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.   |  |
| <b><u>CPI-5</u></b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><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

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| <b>Next Steps:</b>            |  |
| <b>Responsible Person(s):</b> |  |
| <b>Timeframe:</b>             |  |

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

| Standard Number and Status  | Standard   | <u>Description of Implementation Status</u><br>Describe what the district has in place to meet the standard. |
|---|--|--|
| <b>CSA-1</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> 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. |  |
| <b>CSA-2</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district uses a developmental screening tool that is <b>valid and reliable</b> .   |  |
| <b>CSA-3</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district documents the developmental progress of each child three times per school year using a child development assessment tool(s) that is <b>valid and reliable</b> .   |  |
| <b>CSA-4</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district can document that assessment results are used to inform instruction and to address the needs of individual children.  |  |
| <b>CSA-5</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district can document that aggregated assessment results are used to inform program practice.  |  |

### Child Screening and Assessment

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| <b>Next Steps:</b>            |  |
| <b>Responsible Person(s):</b> |  |
| <b>Timeframe:</b>             |  |

## Standard Area: Professional Development (PD)

| Standard Number and Status   | Standard   | <u>Description of Implementation Status</u><br>Describe what the district has in place to meet the standard. |
|--|--|--|
| <b>PD-1</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | Staffs from both the district and collaborating CBOs are involved in identifying needs and planning of professional development focused on improving teacher performance.  |  |
| <b>PD-2</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | Professional development is connected to the goals and needs of the prekindergarten and kindergarten programs.   |  |
| <b>PD-3</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | Professional development includes approaches that are grounded in research and the application of practice in real situations emphasizing a strengths-based approach.  |  |
| <b>PD-4</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | Professional development provides information on how to integrate all the domains of early learning as set forth in: <ul style="list-style-type: none"> <li>• the <i>NYS Early Learning Guidelines</i>, for three-year old students; and</li> <li>• the <i>NYS Prekindergarten Foundation for the Common Core</i> for four-year old students.</li> </ul> |  |
| <b>PD-5</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | Trainers have the qualifications, experience and knowledge to provide informative, practical research based training in the content areas.   |  |
| <b>PD-6</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | Evaluation of professional development: <ul style="list-style-type: none"> <li>• occurs over time; and</li> <li>• addresses the benefits and applications to practice, not just the satisfaction level of the participants.</li> </ul>   |  |



Professional Development

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| <b>Next Steps:</b>            |  |
| <b>Responsible Person(s):</b> |  |
| <b>Timeframe:</b>             |  |

## Standard Area: Family Engagement (FE)

| Standard Number and Status   | Standard   | <u>Description of Implementation Status</u><br>Describe what the district has in place to meet the standard. |
|--|--|--|
| <b>FE-1</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district has <b>written policies and procedures</b> to ensure active engagement of parents and/or guardians in the education of their children.  |  |
| <b>FE-2</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | Families complete a program evaluation/survey annually and the district uses the results for program improvement.  |  |
| <b>FE-3</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> 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.<br><br><b>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.</b> |  |
| <b>FE-4</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> 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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| <b>Next Steps:</b>            |  |
| <b>Responsible Person(s):</b> |  |
| <b>Timeframe:</b>             |  |

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

| Standard Number and Status  | Standard   | <u>Description of Implementation Status</u><br>Describe what the district has in place to meet the standard. |
|---|--|--|
| <b>T-1</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district has established a contact at each of the early childhood programs located within the district's boundaries.   |  |
| <b>T-2</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district has a kindergarten registration process that includes questions about a child's preschool experience (parent questionnaire or interview).   |  |
| <b>T-3</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> 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).  |  |
| <b>T-4</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district provides parents with the opportunity to meet school staff before the first day of kindergarten.  |  |
| <b>T-5</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district makes outreach to families of those children not enrolled in its prekindergarten program.   |  |
| <b>T-6</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> Implemented | The district hosts meetings with directors and teachers from prekindergarten sites and principals and kindergarten teachers to discuss effective transitions.  |  |
| <b>T-7</b><br><input type="checkbox"/> Not Implemented<br><input type="checkbox"/> In Process<br><input type="checkbox"/> 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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| <b>Next Steps:</b>            |  |
| <b>Responsible Person(s):</b> |  |
| <b>Timeframe:</b>             |  |