

2022-2023 Continual Improvement Plan - Preschool Services

Reflection on School Achievement Data:

What strengths stood out while reviewing student levels of achievement?

Curriculum-based Assessment (CBA)

CBAs are administered 3 times per year to 3- and 4-year old students and measure skill growth in eight domains: oral language (OL), phonological awareness (PA), alphabet knowledge (AK), writing (WR), book knowledge (BK), math (MA), social-emotional (SE) and gross motor (GM).

The end of the year data analysis of program wide curriculum-based assessment (CBA) data for the 2021-22 school year showed the following:

3-year-old CBA:

6 domains were at benchmark (AK, WR, BK, MA, SE, GM)

2 domains were approaching benchmark (OL, PA)

4-year-old CBA:

3 domains were at benchmark (PA, BK, GM)

5 domains were approaching benchmark (OL, AK, WR, MA, SE)

The 3-year-old student domain scores stand out as strengths with strong points in alphabet knowledge, writing, book knowledge, math, social-emotional, and gross motor skills. The four-year-old students made consistent progress in all domains from pre- to mid- to post testing.

Pre-Kindergarten Entry and Exit Profile (PEEP) Assessment

The PEEP is given to 4-year-old students at the beginning and ending of the school year. PEEP data for the 2021-22 school year was not yet available so the 2020-21 PEEP data was analyzed. The data report shows the % of students at benchmark at the beginning and end of the school year in literacy and numeracy.

Literacy:

% of students at benchmark at the beginning of the school year: 19%

% of students at benchmark at the end of the school year: 56%

Numeracy:

% of students at benchmark at the beginning of the school year: 36%

% of students at benchmark at the end of the school year: 56%

Strengths were found in the increase of the percentage of students that were at benchmark in both literacy and numeracy at the end of the year assessment.

What are areas of school “critical academic need”?

Both the CBA and PEEP data show a need for improvement in literacy and numeracy skills for 4-year-old students. Specifically in literacy, there is a need to increase skills in alphabet knowledge.

For three-year-old students, growth is needed in oral language skills. The end of the year domain score shows an increase of 5.5 points is needed to achieve the benchmark.

Based on this initial review of data, what are some *initial* ideas for needed schoolwide academic goals?

4-year-old students:

- Increase of % of students at end of the year literacy and numeracy benchmark on PEEP assessment.
- CBA alphabet knowledge and math domains at benchmark on end of year assessment.

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3-year-old students:

- CBA oral language domain at benchmark on end of year assessment.

Setting School Goals:

1-Academic Learning Goals	2-Social Skills and Dispositions Goals	3-Talent Development Goals
1a. At least, 60% of classrooms will be at the alphabet knowledge benchmark on the end of the year 4-year-old CBA.	2a. At the end of the 2022-23 school year, there will be a 10% reduction in the number of students identified as being chronically absent (missing 10% or more of the required school days) compared to the number of students identified as being chronically absent during the 2021-22 school year.	3a. Our program will decrease the lead and assistant teacher changes during the 2022-23 school year by 15% compared to the change rate during the 2021-22 school year.
1b. At least, 55% of classrooms will be at the math benchmark on the end of the year 4-year-old CBA.	2b. At the end of the 2022-23 school year, at least, 50% of classrooms will have a 30 min Play and Practice time with both teachers actively engaged and with enough materials available for all students to play and practice social skill development as measured by the Play and Practice program fidelity checklist.	3b. At the end of the 2022-23 school year, at least 60% of classrooms will have a minimum of 75% of students engaged as measured on the Tier I program fidelity checklist.

Strategies and Action Steps:

Academic Learning Strategy #1	Professional Development—model lesson plan training for 1 st and 2 nd year teaching staff and Young 3 training	This strategy primarily supports the following <i>Academic Learning</i> goals: 1a, 1b	This strategy also supports the following <i>SSD</i> goals: n/a	This strategy also supports the following <i>Talent Development</i> goals: 3a, 3b
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Academic Learning	Planning time—lead and assistant teacher environment and lesson	This strategy primarily supports the following <i>Academic</i> goals: 1a, 1b	This strategy also supports the	This strategy also supports the following <i>Talent</i>
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Strategy #2	planning (focused on explicit instruction and differentiation)		following SSD goals: 2b	<i>Development</i> goals: 3a, 3b
Academic Learning Strategy #3	Targeted data analysis of CBA and coach support	This strategy primarily supports the following <i>Academic</i> goals: 1a, 1b	This strategy also supports the following SSD goals: n/a	This strategy also supports the following <i>Talent Development</i> goals: 3a, 3b
Academic Learning Strategy #4	Preschool LTRS training in 2023-24 school year	This strategy primarily supports the following <i>Academic</i> goals: 1a, 1b	This strategy also supports the following SSD goals: n/a	This strategy also supports the following <i>Talent Development</i> goals: 3a
Social Skills and Dispositions Strategy #1	Educational campaign with parents to build awareness about importance of consistent Preschool attendance	This strategy primarily supports the following SSD goals: 2a	This strategy also supports the following <i>Academic Learning</i> goals: 1a, 1b	This strategy also supports the following <i>Talent Development</i> goals: 3b
Social Skills and Dispositions Strategy #2	Attendance tracking and communication	This strategy primarily supports the following SSD goals: 2a	This strategy also supports the following <i>Academic Learning</i> goals: 1a, 1b	This strategy also supports the following <i>Talent Development</i> goals: 3b
Social Skills and Dispositions Strategy #3	Professional development focused on environmental planning and social skill development during Play and Practice	This strategy primarily supports the following SSD goals: 2b	This strategy also supports the following <i>Academic Learning</i> goals: n/a	This strategy also supports the following <i>Talent Development</i> goals: 3a, 3b
Talent Development Strategy #1	Lead and assistant teacher recruitment	This strategy primarily supports the following <i>Talent Development</i> Goals: 3a, 3b	This strategy also supports the following <i>Academic Learning</i> goals: 2b	This strategy also supports the following SSD goals: 1a, 1b
Talent Development Strategy #2	New Staff training	This strategy primarily supports the following <i>Talent Development</i> Goals: 3a, 3b	This strategy also supports the following <i>Academic Learning</i> goals: 1a, 1b	This strategy also supports the following SSD goals: 2b

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Talent Development Strategy #3	Professional development focused on student engagement	This strategy primarily supports the following <i>Talent Development</i> Goals: 3b	This strategy also supports the following <i>Academic Learning</i> goals: 1a, 1b	This strategy also supports the following <i>SSD</i> goals: 2b
Talent Development Strategy #4	Training on behavior de-escalation and intervention strategies	This strategy primarily supports the following <i>Talent Development</i> Goals: 3b	This strategy also supports the following <i>Academic Learning</i> goals: 1a, 1b	This strategy also supports the following <i>SSD</i> goals: 2b

Reflecting on Success:

TSSA
Reflection

Read: TSSA law requires that schools reflect on their academic achievement and reflect on the ways that their TSSA funding contributed to overall academic success.

How did TSSA funding contribute to the academic success at your school?

TSSA funding contributed greatly to the success of the 2021-22 school year. In the area of social-emotional learning, TSSA funding supported model social-emotional lesson plans and materials being provided to teaching staff to ensure all social-emotional skills in the State Early Learning Standards were addressed and taught in the classroom. With the plans and materials, the teaching staff were able to focus on explicit teaching and differentiation when implementing the plans.

When looking at fully implementing the newly adopted State Early Learning Standards, TSSA funding allowed for materials to support the model lesson plans that ensured all skills from the standards were represented, taught over the course of the year, and appropriate for the ages of the students. Supplies were also purchased that will allow for books to be shared through a lending library system in the classroom.