

WV Universal Pre-K Continuous Quality Improvement Plan (CQI Plan)

Continuous Quality Improvement Plan (CQI Plan): The Program Assessment Continuous Quality Improvement Plan is designed for the county collaborative early childhood team to implement a system to measure program quality in West Virginia Pre-K classrooms for continuous quality improvement. The CQI Plan consists of three steps:

1. Data sources and data review
2. County Collaborative Early Childhood Team Recommendations
3. County Strategic Plan Recommendation Summary-
Continuous Quality Improvement Report



**WV Universal Pre-K
Continuous Quality Improvement Plan (CQI Plan)**

County:
School Year: 2021-2022

Gilmer County Schools

Section 1: Data Sources and Data Review:

The county collaborative early childhood team will record tools utilized to determine strengths and needs of the Pre-K classrooms in the data sources table below. The team will complete a summary of results of the data sources once all sources for collecting data have been completed. The data sources section will correspond with the data review area to illustrate a summary of results from the tools utilized to collect data.

Data Sources:

Data Source	Classrooms Included	Person(s) Responsible	Timeline
West Virginia Universal Health and Safety Checklist	Shaffer, Stewart, Gumm	Jessie Moore/Shelly Mason	September 28, 2021
Brigance	Shaffer, Stewart, Gumm	Kaitlin Frymier	September 7-30, 2021 Rescreen Nov. 2021
ELRS	Shaffer, Stewart, Gumm	Shaffer, Stewart, Gumm	Aug. 25-Oct. 18 (BOY) Jan. 3-Feb. 14 (MOY) May 3-May 20(EOY)
PALS	Shaffer, Stewart, Gumm	Shaffer, Stewart, Gumm	Oct. 11-Nov. 1 (BOY) Jan. 4-Feb. 3(MOY) April 25-May 27(EOY)
Fidelity Checklist	Shaffer, Stewart, Gumm	Lori Stutler	Oct. 7 (Shaffer) Oct. 12 (Stewart) Oct. 13 (Gumm)

CLASS	Shaffer, Stewart, Gumm	Lori Stutler	Oct. 7 (Shaffer) Oct. 12 (Stewart) Oct. 13 (Gumm)
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Date Review: Regularly monitor Health and Safety Issues

Data Source (From List above): West Virginia Universal Health and Safety Checklist
Classrooms Included/Dates Completed: Shaffer, Gumm, Stewart/August 31, 2021
Summary: There were no findings from SY 2018/2019, SY 2019/2020, SY 2020/2021 and SY 2021/2022

Data Review: December 2021

Data Source (From List above): Brigance
Classrooms Included/Dates Completed: Shaffer, Stump, Gumm/September 28, 2021
Summary: <i>SY 2018-2019 20/48 were Intensive. 13/48 At Risk, and 15/48 On Track. Weak areas were name writing, discriminating between shapes, copying shapes and recognizing quantities. Last year they were rescreened and 14/50 Intensive, 19/50 At Risk, and 17/50 On Track. Areas of weakness remained the same.</i>
SY 2019-2020: <i>15/45 students were Intensive, 11/45 At Risk, and 19/45 On Track. Weak areas were Identifying personal information (address/phone number), fine motor (copying shapes and writing Name), Gros Motor (standing on 1 foot/balance and walking heel to toe), visual discrimination (shapes and letter sorting), and numeracy (county 1:1)</i>

<i>Mid-Year Review: 11/48 students were Intensive, 12/48 At Risk, and 25/48 on Track. Weak areas were same as beginning of year.</i>
SY-2020-2021: 12/31 students are Intensive, 12/31 At Risk, and 7/31 on Track. Weak areas were last name, age, address, DOB, balance, copying shapes, and visual discrimination. These are the same area of concern as the previous two years.
Mid-Year Review-6 /31 students are Intensive, 13/31 At Risk, and 12/31 on Track. Improvements were made in all tiers. Continued deficits are seen as mentioned at the beginning of the school year.
SY-2021-2022: 8/43 not tested due to absence/COVID, 7/43 On Track, 9/43 At Risk, 19/43 Intensive. Weak areas include last name, address, DOB, copying shapes, and visual discrimination.

Data Review: February 2022 and May 2022

Data Source (From List above): ELRS
Classrooms Included/Dates Completed: Shaffer, Stewart, Gumm/August 25, 2021-October 18, 2021
Summary: 2018-2019 BOY: <i>Students were strongest in Self-Regulation, Play, Physical Health and Development, and Gross Motor. Weak areas include mathematics/science with Geometry and measure being the lowest.</i>
<i>Language Arts/Literacy were also extremely low with phonological awareness being the lowest.</i>
2018-2019 EOY: <i>students were strongest in Gross Motor, Health Development, Self-Regulation and Play. The</i>
<i>lowest scoring standards were phonological awareness, numerical operation, written numbers, and measurement.</i>
2019-2020BOY: <i>Students on average are strong in the Domain of Social Emotion/Social Studies and Physical</i>
<i>Health and Development. Those overall scores are above 3 out of 5. The weak areas are in the domain of</i>
<i>Language and Literacy, with a deficit in Phonological Awareness (2.2 out of 5) and Print Awareness (2.22 out of 5)</i>
<i>and Mathematics and Science (with a deficit in Geometry and Measurement (1.78 out of 5 and Scientific Inquiry (2.02 out of 5).</i>
2019-202 EOY: <i>Overall classroom strengths were physical health and development domain with gross motor being the highest item and play with the highest score. Play was also another item that scored extremely high with each</i>
<i>strand showing high proficiency. Weak items include Geometry and Measurement with measurement being the lowest strand. Another weak item was writing with composing being a low strand with proficiency.</i>
2020-2021 BOY <i>Students on average were strong in the domain of Social Emotional/Social Studies and Physical Health and Development. Within each domain the highest strands are fine motor (3.97 out of 5), Gross Motor (4.10 out of 5), Health Development</i>
<i>and Safety Practices (both 4.29 out of 5). Areas of concern are Phonological Awareness (1.84 average) Scientific Inquiry (1.99 average), Geometry and Measurement (1.84 average), and Number and Numerical Operations (1.97)</i>

<p>2020-2021 EOY Student on average were strong in the domain of Social Emotional/Social Studies and Physical Health and Development. Within the domain of Physical Health and Development all strands scored equally will 36 out of the 38 students at proficiency (fine motor, Gross Motor, Health Development, and Safety Practices). This is also noted in the domain of Social Emotional/Social Studies; you see the strands of self-regulation and play producing results of 36 out of 38 children proficient. Areas of concern are Alphabetic Awareness (34 out of 38), Observation and Reporting and Investigation (31 out of 38), Measurement (27 out of 38), and Numerical Operations (29 out of 38).</p>
<p>2021-2022 BOY: Students on average were strong in the domain of Social Emotional/Social Studies (average of 3.85/3.75). There are concerns with Phonological Awareness (1.71), Geometry and Measurement (1.43), Number and Numerical Operations (1.62), and Scientific Inquiry (1.63). These are historically low year after year.</p>

Data Review: February 2022 and May 2022

<p>Data Source (From List above): PALS/October 11, 2021-November 1, 2021</p>
<p>Classrooms Included/Dates Completed: Shaffer, Stewart, Gumm</p>
<p>Summary: 2018-2019BOY: Weak areas included letter identification (upper and lower), letter sounds, and print word awareness and rhyme awareness. These were a weak area in ELRS, Brigance, and PALS.</p>
<p>2018-2019 EOY: Weak areas include letter sounds, beginning sounds, and rhyme awareness. 2019-2020 BOY: Weak Areas include upper- and lower-case letter identification with a mean score of 7 and 8</p>
<p>letters, Nursery Rhyme had a mean score of 4 with a maximum of 10, and Print and Word Awareness with a mean score of 5 with a maximum of 9. These are the same deficits noticed the year before.</p>
<p>2019-2020 EOY: Assessment not given due to COVID-19 2020-2021 BOY: Weak areas include upper- and lower-case letter identification with a mean of 7 and 6 and</p>
<p>maximum or 26. Rhyme and nursery rhyme awareness continue to be a concern with a mean of 4 in both tasks with an expected range of 5-7 and 6-10. Students had more success with Name Writing with a mean of 3 with the</p>
<p>expectation range of 5-7 by spring.</p>
<p>2020-2021 EOY Overall the counties Spring Development Range is above average. The highest areas include name writing and print and word awareness. The area of concern is letter sounds.</p>
<p>2021-2022 BOY: Weak areas include upper and lowercase alphabet identification with a mean of 6 and 4. Letter sound mean was 2 and begging sound awareness was a mean of 4. Nurse Rhyme and rhyme awareness were strengths in the overall assessment with a mean of 4 and 5.</p>

County Collaborative Early Childhood Members Participants:

Title	Program	Signature	Date
Cherri West	Literacy Coach		
Shelly Mason	Preschool Coordinator		
Darlene Smithson	Special Education Coordinator		
Tanya Stewart	Preschool Teacher		
Michaela Gumm	Preschool Teacher		
Alicia Shaffer	Preschool Teacher		
Dee Hayes	HeadStart		
Tyson Price	Principal		
Mary Heckert	Day Care Representative		
Tammy Loudin	Preschool Aide		
Victoria Gordon	Preschool Aide		
Debbie Marks	Preschool Aide		
Kaitlin Frymer	School Psychologist		

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County:

Gilmer County Elementary

School Year: 2021-2022

Section 2: County Collaborative Early Childhood Team Recommendations:

Recommendations are determined by the county collaborative early childhood team based on the data review summaries from the previous section. Recommendations may include objectives that address staff development, health and safety, curriculum and assessment, program structure, policies and procedures, and other areas from data source results. When recommendations are determined, the county collaborative early childhood team may decide on additional participants to be included in the process. Participants may include but are not limited to members of the county collaborative early childhood team, other collaborative partners, pre-k classroom administration, county administrators, community agencies, county strategic planning teams, and/or others as necessary. A working continuous quality improvement planning document includes recommendations/objectives, activities/actions steps, data sources, participants, projected cost (if any), and determination if the recommendation is for compliance or strategic quality improvement. Timelines for completion of recommendations/objectives and activities/action steps should be determined by the participants responsible for the applicable steps.

There are two formats for County Collaborative Early Childhood Team Recommendations provided. The formats are county collaborative early childhood team recommendations for building/classrooms, and overall county collaborative early childhood team recommendations. There should be a separate recommendation for each building/classroom to ensure that building administrators and classroom staff that need the information are provided with the goals and plans of action should be determined and by the county collaborative early childhood team.

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Continuous Quality Improvement Plan (CQI Plan)**

County:
School Year: 2021-2022

Gilmer County

County Collaborative Early Childhood Team Recommendation Summary:

Building/Classroom Recommendations (Complete one recommendation summary for each building/classroom):

Recommendation/Objective	Activities/Action Steps	Data Source	Projected Cost [if any]	Person(s) Responsible /Agency	Timeline
Increase parent involvement in understanding the importance of early literacy and numeracy	<ul style="list-style-type: none"> • Title I Parent Involvement Activities • Parent/Grandparent Resource Center will be available for parent trainings and resources 	ELRS Brigance PALS Anecdotal Notes	Parent Involvement Money-500.00	Tanya Stewart Cherri West	September 2021-May 2022

	<p>for activities in literacy and numeracy.</p> <ul style="list-style-type: none"> • BirthStart activities (7) to support parent involvement in literacy and numeracy. This will be provided through school, FRN, BirthStart, Birth to Three, and HeadStart. Invitations will be sent home monthly. • Kindergarten Readiness Kits will be given out to parents at the end of the preschool year at home visits. • PK Readiness Kits to daycare (3 year olds). • SeeSaw will be used to provide literacy/numeracy information to parents. • School will provide parent volunteer packets for parents' school side. • Preschool teachers will provide questions to promote discussion/recall of school day to enhance vocabulary and recall. • Newsletter sent home with 2 essential questions to ask parents weekly. • Snuggle and Read-put this on hold for 2020-2021 until further notice • Send home monthly activity for families to complete 		<p>Parent Resources Center-Title I Funds-\$350.00</p> <p>Title I Parent Involvement Funds-\$500.00</p> <p>PreK and Kindergarten Readiness Kits-Title I Funding-\$750.00</p> <p>SeeSaw-\$0.00</p> <p>School-\$0.00</p> <p>Prek Teachers-\$0.00</p> <p>Prek Teachers-\$0.00</p> <p>CEOS will finance-\$0.00</p>	<p>Pre-School Teachers, Cherri West, Shelly Mason</p> <p>Cherri West</p> <p>Preschool/Kindergarten Teachers</p> <p>GCES School Office</p> <p>Preschool Teachers</p> <p>Cherri West and CEOS</p>	
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<p>Increase intentional teaching in the areas of literacy, numeracy, and motor skills</p>	<ul style="list-style-type: none"> • Weekly collaboration efforts to focus on math and reading research-based activities-Ms. Cherri West will lead, which will include a weekly Concept of Word activity taught multiple times. • School Counselor will work weekly in collaboration with teachers to provide students social emotional training using Second Step Curriculum • PALs Literacy activities will be utilized to support literacy instruction-weekly. • Gym teachers will promote gross motor activities. • Small group intentional instruction based off of variety of assessments • Instructional materials sent home for students quarantined. 	<p>ELRS Brigance PALS Anecdotal Notes</p>	<p>\$0.00 \$0.00 \$0.00 \$0.00 \$0.00</p>	<p>PreK Teachers Cherri West, Gym Teachers Teresa Goodnight Cherri West Julie Stewart and Diane Sharps Prek Teachers \$0.00</p>	<p>September 2021- May 2022</p>
<p>Professional Development for Teachers which offers self-reflection of practices</p>	<ul style="list-style-type: none"> • Weekly "Sit Down" to support professional teaching practices-Pals Literacy activities. • Provide time, with support from Literacy Coach, to develop intentional project planning 7 times a year, which are project based. • Literacy Coach will support development on Read Aloud/Questioning strategies • Celebrating Connections offered to Teachers and Aides 	<p>ELRS Brigance PALS Anecdotal Notes</p>	<p>\$0.00 \$0.00 \$0.00 \$500.00-PreK Monies</p>	<p>Cherri West, Shelly Mason, Preschool Teachers</p>	<p>September 2021- May 2022</p>

	<ul style="list-style-type: none"> • Kid Strong Professional Development • Book Study-Intentional Teaching (Continuation from 2021 SY) 		Title II-\$500.00		
Strengthen Science Exploration in Centers	<ul style="list-style-type: none"> • Stem Activities will be utilized and additional activities added-Kindergarten (Coombs) Collaboration with Kindergarten and PK • Celebrating Connections-training provided to enhance science exploration • Technology Model Plan Implemented • Extension Office will be utilized to offer STEAM activities in the classroom • Utilize high tunnel 	ELRS Brigance PALS Anecdotal Notes	\$0.00 \$500.00-Preschool Budget Grant Awards \$0.00	Janet Coombs and Prek teachers Preschool Teachers Traci DeWall Daisy Bailey	September 2021-May 2022

Participants:

Title	Program	Signature	Date
Cherri West	Literacy Coach		
Diane Sharps/Julie Stewart	Gym Teachers		
Teresa Goodnight	Counselor		
Shelly Mason	Preschool		
Tyson Price	Principal		
Dee Hayes	HeadStart		
Tanya Stewart	Preschool		

Michaela Gumm	Preschool		
Alicia Shaffer	Preschool		
Janet Coombs	Kindergarten		

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County:

School Year: 2021-2022

Section 3: County Strategic Plan Recommendation Summary- Continuous Quality Improvement Report:

When the county collaborative early childhood team determines that recommendations should be made to the county strategic planning team, a County Strategic Plan Recommendation Summary- Pre-K Continuous Quality Improvement Report must be generated from the County Collaborative Early Childhood Team Recommendation Summary. The completed Pre-K Continuous Quality Improvement Report should be provided to the county superintendent with a cover letter requesting the electronic report be uploaded to the county strategic plan. Recommendations for the county strategic plan must be provided for consideration in the county strategic plan no later than August 1st annually beginning in 2012. Refer to the Pre-K Continuous Quality Improvement Report section of the Continuous Quality Improvement Plan for documentation guidance.

<p style="text-align: center;">Gilmer County Strategic Plan Recommendation Summary Continuous Quality Improvement Report</p>
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COUNTY: Gilmer PRE-K COORDINATOR: Shelly Mason DATE GENERATED: September 30, 2021

Recommendation/Objective	Activities/Action Steps	Data Source	Projected Cost [if any]	Compliance (Health and Safety)	Strategic (Quality Improvement)
<p>Increase parent involvement in understanding the importance of early literacy and numeracy</p>	<ul style="list-style-type: none"> • Title I Parent Involvement Activities • Parent/Grandparent Resource Center will be available for parent trainings and resources for activities in literacy and numeracy. • BirthStart activities (8) to support parent involvement in literacy and numeracy. This will be provided through school, FRN, BirthStart, Birth to Three, and HeadStart. Invitations will be sent home monthly. • Kindergarten Readiness Kits will be given out to parents at the end of the preschool year at home visits. 	<p>ELRS Brigance PALS Antidotal Notes</p>	<p>Parent Involvement Monies-\$500.00</p> <p>Parent Resource Center-Title I Funds-\$350.00</p> <p>BirthStart-Title I - \$250.00</p> <p>Prek/Kindergarten Readiness Kits-Title I-\$750.00</p>		<p>X</p>

	<ul style="list-style-type: none"> • PK Readiness Kits for daycare (3 yr old) • SeeSaw will be used to provide literacy/numeracy information to parents. • School will provide parent volunteer packets. • Preschool teachers will provide questions to promote discussion/recall of school day to enhance vocabulary and recall. • Newsletter provided weekly to provide 2 essential questions for parents to ask • Snuggle and Read 		<p>SeeSaw-\$0.00</p> <p>\$0.00</p> <p>\$0.00</p> <p>\$0.00</p>		
<p>Increase intentional teaching in the areas of literacy, numeracy, and motor skills</p>	<ul style="list-style-type: none"> • Weekly collaboration efforts to focus on math and reading • Literacy Coach will work with students in the Intensive and At-Risk tiers. • School Counselor will work with 	<p>ELRS</p> <p>Brigance</p> <p>PALS</p> <p>Antidotal Notes</p>	<p>\$0.00</p> <p>\$0.00</p>		<p>X</p>

	<p>students on social emotional issues using Second Step Curriculum</p> <ul style="list-style-type: none"> • PALs Literacy activities will be utilized to support literacy instruction. • Gym teachers will promote fine and gross motor activities. • Small group intentional instruction based off variety of assessments. • Students quarantined- instructional packets sent home. 		\$0.00		
			\$0.00		
			\$0.00		
			\$0.00		
Professional Development for Teachers which offers self-reflection of practices	<ul style="list-style-type: none"> • Weekly“Sit Down” to support professional teaching practices- PALS Literacy • Provide time, with support from Literacy Coach to develop intentional project planning 7 times a year, which are project based. 	<p>ELRS Brigance PALS Antidotal Notes</p>	\$0.00		
			\$0.00		
			\$0.00		

	<ul style="list-style-type: none"> • Literacy Coach will provide professional development on Read Aloud/Questioning strategies • Celebrating Connection offered to Teachers and Aides • Staff will be provided opportunity to attend Kid Strong Conference • EC PBIS Book Study 		\$0.00		
			\$0.00		
Strengthen Science Exploration in Centers	<ul style="list-style-type: none"> • Stem Activities will be utilized and additional activities added- Kindergarten (Coombs) Collaboration with Kindergarten and PK • Celebrating Connections-training provided to enhance science exploration • Technology model Plan Implemented • Extension Service will provide STEAM/STEM activities for prek students 	ELRS Brigance PALS Antidotal Notes	\$0.00	\$500.00-Preschool Budget	X
			Grant Awards		
			\$0.00		

