



SELF-STUDY GUIDE FOR FLORIDA VPK PROVIDER IMPROVEMENT PLAN DEVELOPMENT

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REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
AT FLORIDA STATE UNIVERSITY

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SELF-STUDY GUIDE FOR FLORIDA VPK PROVIDER IMPROVEMENT PLAN DEVELOPMENT

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Overview

This Self-Study Guide has been developed to support Florida Voluntary Prekindergarten Providers (VPK) who are required to complete an improvement plan process (i.e., low-performing providers). As described below, the guide has sections that can be used during both the process of selecting target areas for an improvement plan and the process of implementing new or modified activities within a target area.

The Guide includes nine sections. This introduction is Section 1. Sections 2-8 address each of the seven Target Areas that can be the focus of an Improvement Plan. Section 9 includes a summary form on which to indicate the decisions made after completion of discussions for each of Sections 2-8.

How to use this Self-Study Guide

This Guide has been designed to facilitate provider completion of a three-stage process once directed by the Office of Early Learning to complete an Improvement Plan. These three stages, and how the Guide can be used in each stage, are depicted in the table below:

Stage	Provider Activity	Product
Stage 1: Selecting Improvement Plan Target Areas	Engage in group discussions about each Guide Section and in determination of Target Areas	Completed Guide Sections and Summary
Stage 2: Completion, Submission and Approval of the Improvement Plan	Completion of official online Improvement Plan, follow-up interactions with Early Learning Coalition personnel as needed	Submitted and Approved Improvement Plan
Stage 3: Implementation of Improvement Practices for each selected Target Area	Initiate and complete the 4 Steps to Success within each selected Target Area	Evidence indicating the steps completed to date and evidence of improved outcomes within each Target Area

Who should participate in this process?

The most important aspect of this Guide is that it is designed to facilitate and encourage reflection and discussion among provider staff members. This Guide can support the development of common goals and consensus decision-making related to the areas of practice in which the providers recognize a need for improvement. This Guide also can support the development of consensus and shared responsibilities related to implementing new or modified activities over time. The key to successful use of this Guide is therefore its use by a group of staff members, rather than its completion by just one individual.

The determination of which staff members participate in each Stage should be made by provider leadership. We suggest that these leaders include representatives of both administrative and direct teaching staff in discussion of and implementation of all Stages, as most of the content and activities included within the Guide relates to classroom-based experiences for staff and children.

We encourage provider leaders to include in the Stage 1 discussions those staff members who would be most involved in Stage 3 implementation activities. Provider leaders may decide to include a different group of staff members in the discussion and decision-making processes for different target areas. Some providers also may find it helpful to involve personnel from their Early Learning Coalition in Stage 1 decision-making. Many providers will likely find Early Learning Coalition resources and support personnel to be helpful in successful completion of Stage 3 processes.

Getting started with the Guide: Stage 1

Provider staff members can choose to engage in Stage 1 discussion and decision-making for each of Sections 1-8 in a single meeting or in separate, more focused meetings. For both contexts, we suggest the following Action Steps:

- Select the staff members who will participate and set a date and time for the group discussion.
- Provide each participant with a copy of the relevant Section or Sections (for one or more Target Areas) to review and reflect upon before the scheduled meeting.
- When the meeting is convened, select a participant to take notes on the consensus copy of the Guide forms.
- After all seven target areas have been discussed complete the top portion of the Summary form.

Acting on your decisions: Stage 2

- Provider leaders can use the Summary form and the consensus copy of the Guide forms to complete their official Improvement Plan.
- Progress in the completion, submission and approval of this plan can be tracked on the bottom of the Summary form.

Carrying out your plans: Stage 3

Provider leaders can schedule ongoing meetings of the selected staff team members, and other appropriate personnel, for continuous review of progress toward selected goals for each Target Area. We suggest the following Action Steps:

- Select the staff members who will participate and set a date and time for the group discussion.
- Ask each participant to gather evidence of implementation success (aligned with the Four Steps to Success in the Target Area) before the meeting.
- During the meeting, share the evidence of implementation success each participant has identified and discuss the next steps the team will take to continue along the path to improvement within each Target Area.

Some special features of the Guide

Cited resources

Many educators have very limited or no access to academic publications such as peer-reviewed journals. Because one of the goals of this Guide is to provide prekindergarten educators and administrators with resources and materials that support the evidence claims within the Guide, a particular commitment was made to select resources to include that are publically available. Therefore, virtually all mentioned resources are available at web-links provided within the Guide sections or within the References section at the end of the Guide. Many of these resources also are excellent sources of more detailed information on evidence-based practices and procedures, and could serve as the basis for professional development activities.

Broader use

Consistent with the goal of supporting ongoing professional development and continuous learning for Florida's VPK educators, this Guide would be an appropriate resource for all VPK providers, not only those required to complete Improvement Plans. All providers with a commitment to strengthening their own knowledge of evidence-based practices and to improving the quality of their programs will find the information and resources provided within the Guide to be helpful and supportive of these goals.



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If Yes, think about your Implementation Success Strategies:

1. Who needs to be involved to change administrative/management practices? (Do we need approvals?)

2. What is our timeline for changing our administrative/management practices?

3. What resources will be allocated to this process?

Four steps to success

Examples of actions that can be taken to improve this area are: developing or updating policy and procedures manuals, holding new staff orientations and regularly scheduled staff meetings, designing individualized professional development plans for all staff.

Identify your four key steps in the process of changing administrative/management practices

Steps	Evidence of progress	Evidence of success
1.		
2.		
3.		
4.		

Other resources

- Florida Child Care and Education Program Director Credential: Competencies and Resource Bibliography <http://ccrain.fl-dcf.org/documents/-99/557.pdf#page=1>
- Program Administration Scale
Talan, T., & Bloom, P. (2004). Program Administration Scale. New York, NY: Teachers College Press.

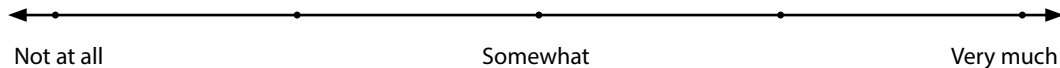
Developmentally Appropriate Curricula

Improvement Plan selection questions:

- | | | |
|----------------------------------------------------------------------------------------|-----|--------------------------|
| 1. Is our program required to select a new curriculum as part of our Improvement Plan? | Yes | <input type="checkbox"/> |
| | No | <input type="checkbox"/> |

2. What information do we already have on how we are performing in this area? (e.g., Is our current curricula on the State Approved List?; Does it have evidence of efficacy?; Does it systematically support learning in all FELDS domains?)

3. If we are not required to select a new curriculum, how interested are we in making this change?



4. If we decide to change our curriculum, how will we achieve buy-in from administrators, teaching personnel, and parents?

Where can we access relevant information on curricula?

What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/>

Head Start Early Childhood Learning and Knowledge Center
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/curricula>

Florida Office of Early Learning: VPK Approved Curricula (2012)
http://www.floridaearlylearning.com/providers/provider_resources/vpk_curriculum.aspx

Florida Office of Early Learning: School Readiness Approved Curricula (2014)
http://www.floridaearlylearning.com/providers/provider_resources/school_readiness_curriculum.aspx

Building knowledge of evidence-based practices

- There is a distinction between curricula that have been designed on research-based principles, and curricula with specific evidence of efficacy (Lonigan et al., 2008; Preschool Curriculum Evaluation Research Consortium, 2008).
- See the What Works Clearinghouse for information on which early childhood curricula have evidence of efficacy.
- Curricula with evidence of efficacy share a common feature of including systematic and explicit instruction for one or more learning domain (Sarama & Clements, 2013).
- Implementation fidelity and quality of curricula and instructional strategies can be supported by aligned and practice-focused professional development, such as coaching, mentoring, and peer-support activities (Early et al., 2014).

- | | | |
|------------------------------------------------------------|-----|--------------------------|
| 5. Is this category being chosen for our Improvement Plan? | Yes | <input type="checkbox"/> |
| | No | <input type="checkbox"/> |

If no, check all applicable reasons for this decision:

- | | |
|------------------------------------------|--------------------------|
| Recently changed curriculum | <input type="checkbox"/> |
| Would like to, but do not have resources | <input type="checkbox"/> |
| We are happy with our current curriculum | <input type="checkbox"/> |

Developmentally Appropriate Curricula

If Yes, think about your Implementation Success Strategies:

1. Who needs to be involved to insure a successful curriculum selection and transition? (Do we need approvals?)

2. What is our timeline for selecting a new curriculum? For implementing the new curriculum?

3. What resources will be allocated to this process?

Four steps to success

Examples of actions that can be taken to improve this area are: providing professional development on curricula selection and implementation, establishing peer mentoring supports for fidelity of implementation, utilizing implementation checklists that accompany many curricula.

Identify your four key steps in the process of selecting and implementing a new curriculum with fidelity

Steps	Evidence of progress	Evidence of success
1.		
2.		
3.		
4.		

Other Resources

- National Early Literacy Panel Report (2008)
<http://familieslearning.org/NELP/pdf/NELP%20Report.pdf>
- Shanahan, T., & C. J. Lonigan, C. J. (2013). Literacy in Preschool and Kindergarten Children: The National Early Literacy Panel and Beyond, New York, NY: Brookes.
- Yoshigawa et al. (2013) Investing in Our Future: The Evidence Base on Preschool Education.
<http://fcd-us.org/sites/default/files/Evidence%20Base%20on%20Preschool%20Education%20FINAL.pdf>

California Health and Safety Checklist for Early Care and Education Programs
http://www.ucsfchildcarehealth.org/pdfs/Checklists/HS_Checklist.pdf

Early Childhood Environmental Rating Scale – Revised, Subscales 1) Space and Furnishings and 2) Personal Care Routines
<http://ers.fpg.unc.edu/sites/ers.fpg.unc.edu/files/ReliabilityEcers.pdf>

National Institute for Early Education Research – Policy Brief - Building Early Childhood Facilities:
 What States Can Do to Create Supply and Promote Quality
<http://nieer.org/publications/policy-matters-policy-briefs/policy-brief-building-early-childhood-facilities-what>

• Review a policy brief from the NIEER that explores common facility issues and outlines strategies for policymakers to address early care and education facility needs (Sussman & Gillman, 2007).

5. Is this category being chosen for our Improvement Plan?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
If no, check all applicable reasons for this decision:		
Recently changed learning environment		<input type="checkbox"/>
Would like to, but do not have resources		<input type="checkbox"/>
We are happy with our current learning environment		<input type="checkbox"/>
If Yes, think about your Implementation Success Strategies:		
1. Who needs to be involved to insure successful changes to the learning environment? (Do we need approvals?)		
2. What is our timeline for selecting changes to our learning environment? For implementing changes to our learning environment?		
3. What resources will be allocated to this process?		

Four steps to success

Examples of actions that can be taken to improve this area are: completing health and safety checklists, establishing effective room arrangement strategies, obtaining developmentally appropriate materials and equipment, and organized and accessible materials.

Identify your four key steps in the process of selecting and implementing changes to your learning environment:		
Steps	Evidence of progress	Evidence of success
1.		
2.		
3.		
4.		

Other Resources

- Florida Department of Education Health and Safety Checklists
http://www.floridaearlylearning.com/providers/provider_menu/health_and_safety_checklists.aspx
 - Early Childhood Environment Rating Scale (ECERS-R), references
<http://ers.fpg.unc.edu/e-selected-references-ecersecers-r>
 - Preschool Facilities: Are States Providing Adequate Guidance?
<http://eric.ed.gov/?id=EJ904676>
 - Training Teachers to Use Environmental Arrangement and Milieu Teaching with Nonvocal Preschool Children
<http://eric.ed.gov/?id=EJ474363>
-

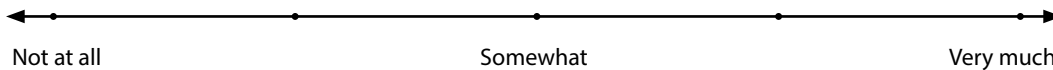
Classroom Instructional Practices

Improvement Plan selection questions:

1. Does our program employ evidence-based instructional strategies? Yes
No

2. What information do we already have on how we are performing in this area? (e.g., Are our lesson plans clearly incorporating instructional strategies aligned with the FELDS language, communication, and emergent literacy and cognitive development and general knowledge domains?; Are children's assessment results in these areas where we expect them to be?; For children with individualized educational support plans in place, are they supported in the classroom?; What is our average instructional support domain score, if using the CLASS?)

3. How interested are we in selecting instructional practices as a target area for our Improvement Plan?



4. If we decide to address our instructional practices, how will we involve administrators, teaching personnel, and parents in these changes?

Where can we access relevant information on instructional practices?

What Works Clearinghouse
<http://ies.ed.gov/ncee/wwc/>
 Head Start Early Childhood Learning and Knowledge Center
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice>
 Doing What Works
<http://dwwlibrary.wested.org/>
 Synthesis of IES Research on Early Intervention and Early Childhood Education
<https://ies.ed.gov/ncser/pubs/20133001/pdf/20133001.pdf>

Building knowledge of evidence-based practices

- Consistent evidence supports that the quality of teacher-child interactions, particularly related to the quality of the scaffolding and opportunities to learn new content that are provided relate to student academic growth during the preschool period (Peisner-Feinberg et al., 2014, 2015; Zaslow et al., 2010).
- Clear evidence from numerous high quality studies supports the benefit of intentional and explicit instruction of both early literacy and early mathematics concepts for preschool age children (Lonigan, Schatschneider et al., 2008; Lonigan, Shanahan et al., 2008).
- Research supports the inclusion of both teacher-directed and child-directed learning opportunities during the preschool day; in particular, there is consistent evidence in support of small group instructional experiences for children (Diamond et al., 2013; Yoshigawa et al., 2013).

5. Is this category being chosen for our Improvement Plan?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
If no, check all applicable reasons for this decision:		
Recently addressed instructional practices		<input type="checkbox"/>
Would like to, but do not have resources		<input type="checkbox"/>
We are happy with our current instructional practices		<input type="checkbox"/>
If Yes, think about your Implementation Success Strategies:		
1. Who needs to be involved to insure a positive change in instructional practices? (Do we need approvals?)		

2. What is our timeline for addressing instructional practices?

3. What resources will be allocated to this process?

Four steps to success

Examples of actions that can be taken to improve this area are: conducting professional development on evidence- based instructional practices and strategies, providing peer mentoring for staff on implementation of evidence-based instructional practices, reviewing the alignment of our instructional practices with the FELDS learning standards to identify areas of strength and need for improvement.

Identify your four key steps in the process of addressing instructional practices

Steps	Evidence of progress	Evidence of success
1.		
2.		
3.		
4.		

Other Resources

- VPK Learning Center Activities
http://www.fcrr.org/for-educators/prek_cca.asp
- VPK Language and Vocabulary Teacher Toolkit
<http://www.flvpkonline.org/teachertoolkit/langVoc/index.htm>
- Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes. (2011)
<http://explicitinstruction.org/download/sample-chapter.pdf>

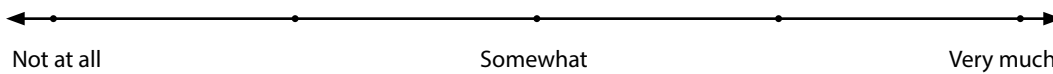
Social-Emotional Interactions

Improvement Plan selection questions:

1. Does our program have a positive behavior support system in place? Yes
No

2. What information do we already have on how we are performing in this area? (e.g., Are social-emotional competencies incorporated into teachers' regular lesson plans?; Are children's assessment results in this area where we expect them to be?; For children with behavioral support plans in place, are they working?; What is our average Emotional Support domain score, if using the CLASS?)

3. How interested are we in selecting social-emotional interactions as a target area for our Improvement Plan?



4. If we decide to address our social-emotional interactions, how will we inform administrators, teaching personnel, and parents about its importance?

Where can we access relevant information on social-emotional interactions?

Center on the Social and Emotional Foundations for Early Learning
<http://csefel.vanderbilt.edu/>

Positive Behavioral Interventions and Supports
<https://www.pbis.org/community/early-childhood/child-care-pre-k>

Self-Assessing Social and Emotional Instruction and Competencies: A Tool for Teachers
<http://www.gtlcenter.org/sites/default/files/SelfAssessmentSEL.pdf>

Technical Assistance Center on Social Emotional Intervention for Young Children
www.challengingbehavior.org

What Works Clearinghouse: Student Behavior
<http://ies.ed.gov/ncee/wwc/Topic.aspx?sid=15>

Building knowledge of evidence-based practices

- Components of school climate that promote social-emotional learning include engagement, safety, and environments supportive of autonomy, competence, and connectedness (Yoder, 2014).
- There is evidence to support that modifying the classroom learning environment can decrease problem behaviors (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008).
- Evidence suggests the use of school-wide positive behavior support systems (based on prevention, multi-tiered support, and data-based decision-making) in addressing and preventing problem behaviors (Epstein, Atkins, Cullinan, Kutash, & Weaver, 2008; American Academy of Pediatrics, 2013).
- Students in grades K-12 who receive instruction in social-emotional competencies not only display more positive social behaviors, but also increased academic achievement (Durlak et al., 2011; Yoder, 2014).
- Social skills training through modeling, role-playing, and providing specific instruction on social skills (including communication, problem solving, decision making, self-management, and peer relations) show positive effects for young children with disabilities (What Works Clearinghouse, 2013).

5. Is this category being chosen for our Improvement Plan?	Yes <input type="checkbox"/>
	No <input type="checkbox"/>
If no, check all applicable reasons for this decision:	
Recently addressed social-emotional interactions	<input type="checkbox"/>
Would like to, but do not have resources	<input type="checkbox"/>
We are happy with our current social-emotional interactions	<input type="checkbox"/>
If Yes, think about your Implementation Success Strategies:	
1. Who needs to be involved to insure a positive change in social-emotional interactions? (Do we need approvals?)	

2. What is our timeline for addressing social-emotional interactions?

3. What resources will be allocated to this process?

Four steps to success

Examples of actions that can be taken to improve this area are: providing new staff orientation and ongoing professional development on supportive adult-child relationships, creating a peer-mentoring system for staff members with ongoing feedback and support, and developing and implementing a program-wide system of behavioral supports for children.

Identify your four key steps in the process of addressing social-emotional interactions

Steps	Evidence of progress	Evidence of success
1.		
2.		
3.		
4.		

Other Resources

- 2013 CASEL Guide: Effective Social and Emotional Learning Programs — Preschool and Elementary School Edition
<http://www.casel.org/preschool-and-elementary-edition-casel-guide>
 - Classroom Assessment Scoring System (CLASS) Pre-K: Emotional Support Domain
<http://teachstone.com/classroom-assessment-scoring-system/age-levels/age-levels-pre-k/>
 - Head Start Social & Emotional Development Support Materials
http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/se_dev.html
 - Compendium of preschool through elementary school social-emotional learning and associated assessment measures
<http://static1.squarespace.com/static/513f79f9e4b05ce7b70e9673/t/527815bbe4b057bbfd8adb2e/1383601595064/compendium-of-preschool-through-elementary-school-social-emotional-learning-and-associated-assessment-measures.pdf>
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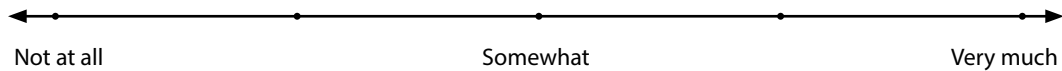
Developmental Screenings and Assessments

Improvement Plan selection questions:

1. Does our program have a comprehensive assessment system in place? Yes
No

2. What information do we already have on how we are performing in this area? (e.g., Are we completing all three or just two of the VPK assessments during the school year?; Are children's assessment results on these measures area where we expect them to be?; How are we incorporating the results of the VPK Assessment and other measures into our instructional lesson planning?; What steps are we currently taking to identify children who may benefit from a comprehensive developmental assessment from an early intervention professional?)

3. How interested are we in selecting screenings and assessments as a target area for our Improvement Plan?



4. If we decide to address our screening and assessment procedures, how will we involve administrators, teaching personnel, & parents in this process and share results with these groups?

Where can we access relevant information on screening and assessments?

Understanding and Choosing Assessments and Developmental Screeners for Young Children Ages 3-5
http://www.acf.hhs.gov/sites/default/files/assets/screeners_final.pdf

Early Childhood Developmental Screening: A Compendium of Measures for Children Ages Birth to Five
http://www.acf.hhs.gov/sites/default/files/opre/compendium_2013_508_compliant_final_2_5_2014.pdf

Assessment of Preschool Early Literacy Skills
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3237681/>

Building knowledge of evidence-based practices

- Young children should be screened for on-track growth and development, so that developmental issues that may require additional assessment and intervention can be identified early (Halle et al., 2011; Moodie et al., 2014).
- High quality assessment practices with young children include observational, rating scale, and direct-testing measurement methods (Halle et al., 2011; National Research Council, 2008).
- To be of benefit, assessments of young children must be reliable and valid measures of the skills or behavior they are intended to measure (Lonigan, Allan, & Lerner, 2011; National Research Council, 2008).
- Classroom-based assessments of children's learning progress are of optimal value when the results of these assessments are used by teachers to inform instructional decision-making, such as for grouping of children, pacing of instruction, and refinement of teaching practices (Greenwood et al., 2011; National Research Council, 2008).

5. Is this category being chosen for our Improvement Plan?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
If no, check all applicable reasons for this decision:		
Recently addressed screening and assessment		<input type="checkbox"/>
Would like to, but do not have resources		<input type="checkbox"/>
We are happy with our current screening and assessment measures and procedures		<input type="checkbox"/>
If Yes, think about your Implementation Success Strategies:		
1. Who needs to be involved to insure a positive change in our screening and assessment protocols and procedures ? (Do we need approvals?)		

2. What is our timeline for addressing screening and assessments?

3. What resources will be allocated to this process?

Four steps to success

Examples of actions that can be taken to improve this area are: professional development opportunities for staff regarding screening and assessment tools; selection of screening and assessment tools that are specifically appropriate for the purpose for which they will be used; staff participation in the Florida Early Learning and Developmental Standards training and in trainings specifically related to the VPK Assessment.

Identify your four key steps in the process of addressing screening and assessment

Steps	Evidence of progress	Evidence of success
1.		
2.		
3.		
4.		

Other Resources

- VPK Assessment Information
<http://www.flvpkonline.org/teachertoolkit/assessment/index.htm>
- National Research Council Early Childhood Assessment Report (Snowetal., 2008)
http://www.acf.hhs.gov/sites/default/files/opre/early_child_assess.pdf
- Learning from Assessment Website
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Assessment/Ongoing%20Assessment/lfa.html#welcome>

5. Is this category being chosen for our Improvement Plan?	Yes	<input type="checkbox"/>
	No	<input type="checkbox"/>
If no, check all applicable reasons for this decision:		
Recently updated family involvement plan		<input type="checkbox"/>
Would like to, but do not have resources		<input type="checkbox"/>
We are happy with our current levels of family involvement		<input type="checkbox"/>
If Yes, think about your Implementation Success Strategies:		
1. Who needs to be involved to insure a strategic and intentional family involvement plan is developed? (Do we need approvals?)		

2. What is our timeline for improving family involvement?

3. What resources will be allocated to this process?

Four steps to success

Examples of actions that can be taken to improve this area are: providing professional development opportunities for all staff; creating opportunities for parents to participate in the program; sharing of information with parents through meetings, conferences, newsletters, or daily notes, creating take home activities or parent lending libraries.

Identify your four key steps in the process of improving family involvement

Steps	Evidence of progress	Evidence of success
1.		
2.		
3.		
4.		

Other resources

- Family Engagement Inventory
<https://www.childwelfare.gov/fei/>
- Flamboyant Foundation
<http://flamboyantfoundation.org/focus/family-engagement/>
- Regional Educational Laboratory for the Pacific Region. (2014). *Toolkit of resources for engaging parents and community as partners in education: Parts 1-4*. Honolulu, HI: McREL International. Retrieved from <http://relpacific.mcrel.org/resources/tools>

Summary of Self-Study Planning and Reflections

On this page, indicate the selections made by the self-study team regarding the target areas you intend to include on your Improvement Plan:

Target area	Selected?			
Administrative and Management Practices	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Developmentally Appropriate Curricula	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Classroom Learning Environment	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Social-Emotional Interactions Among Prekindergarten Instructors and Children	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Child Developmental Screenings and Assessments	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Family Involvement	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

Have we...

Submitted our official Improvement Plan?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Received approval of our Improvement Plan?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Initiated action on our First Target Area?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Initiated action on our Second Target Area?	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>



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