

**Illinois State Board of Education  
Early Childhood Division**

**Continuous Quality Improvement Plan (CQIP) for Early Childhood Environment Rating Scale-R (ECERS-R)**

Program Name: \_\_\_\_\_ RCDT # \_\_\_\_\_ Date October, 2014

	ECERS indicators with scores below 5	Action Steps/Resources/ Professional Development to address indicators	Person Responsible	Timeline	Follow Up – to be completed in subsequent years		
					In Process	Action Step Update	Met
<b>Space &amp; Furnishings</b>							
1	5.1 Create ample space (within space provided for PFA classrooms)	1. Have staff observe each other's classrooms and make recommendations.  2. Remove teacher desks. Organize and create storage outside of classrooms to free classroom space.  3. Create a new floor plan of our classrooms and refer to our selected curriculum .  4.Refer to All About the ECERS section 1 for guidance.	1. Teaching staff, Supervisor  2. Janitor, Principal  3. Teaching Staff  4. Teaching staff	1. Spring 2015  2. Spring 2015  3. Spring 2015  4. Spring 2015			

2	3.1 Provide cubbies and personal space/Decrease risk of contagious disease	<p>1. Review grant budget and determine feasibility of replacing hooks with cubbies inside the classroom that give each child a personal space. In the interim, provide tubs inside classroom, labeled with each child's name and picture, for storage of personal items.</p> <p>2. Have janitor create dividers between hooks. Research appropriate cubbies.</p>	<p>1. Principal, Teachers, Purchasing agent</p> <p>2. Janitor, Teachers</p>	<p>1. Immediately</p> <p>2. Aug 2015</p>			
3	<p>5.1 Schedule cozy area for substantial portion of the day</p> <p>5.2 Cozy area for quiet play only</p>	<p>1. Review daily schedule and ensure that cozy area is available throughout choice/center time for at least 1/3 of the session.</p> <p>2. Talk with children and reinforce the use of the cozy area as a place for quiet, calm activity. Refer to All About the ECERS section 3.</p>	<p>1. Teaching staff</p> <p>2. Teaching staff</p>	<p>1. Immediately</p> <p>2. Immediately</p>			
4	<p>5.2 Separate quiet and loud centers</p> <p>5.3 Arrange space to avoid interruption of play</p>	<p>1. Review curriculum, All About the ECERS section 4, and CQIP resource list for guidance on room arrangement and rearrange room to best support active and quiet play.</p> <p>2. Review traffic pattern as part of review of room arrangement and check for traffic flow that minimizes interruptions.</p>	<p>1. Teaching staff</p> <p>2. Teaching staff</p>	<p>1. Immediately</p> <p>2. Immediately</p>			
5	<p>5.1 Create spaces for privacy for 1 or 2 children</p> <p>5.2 Choice/center time for substantial portion of the day</p>	<p>1. As part of review of room arrangement, ensure that there are at least 2 spaces (writing center, easel, etc.) for children to play protected from intrusion and enforce no interruption rule.</p>	<p>1. Teaching staff</p>	<p>1. Immediately</p>			

		2. As part of review of daily schedule, ensure that these areas are available for at least 1/3 of session. Refer to section 5 in All About the ECERS.	2. Teaching staff	2.Immediately			
6	3.1 Create appropriate display of materials 3.2 Display more child made work and materials	1. Remove commercially made displays and create space for children's work throughout the classroom. Plan for items to be displayed when creating lesson plans and creating displays that correspond with curricular topics. Refer to All About the ECERS section 6.	1. Teaching staff	1. Immediately and ongoing			
7	3.1 Provide sufficient time for gross motor play 3.2 Provide safe gross motor space	1. When reviewing daily schedule, create <i>at least 20</i> minutes of gross motor time (not counting transition or clean up). 2. Research safe alternative to hallway for appropriately cushioned gross motor space when weather prevents outdoor play.	1. Teaching staff 2. Principal, Teaching staff, Grounds & Building staff	1. Immediately 2. Aug 2015			
8	3.1 Provide sufficient quantity of gross motor equipment for number of children. 3.3 Provide appropriately sized equipment and safe space	1. Gross motor was observed in hallway due to weather and children took turns on tricycles. We will research cost of sturdy tricycles to increase number from 2 to 8. 2. As stated in number 7, find alternative cushioned space and discontinue use of tall portable climber in un-cushioned hallway.	1. Principal, Teaching staff Purchasing agent 2. Principal, Teaching staff, Grounds and Building staff	1. Aug 2015 2. Aug 2015			

Language & Reasoning							
15	<p>5.1 Schedule book area for substantial portion of the day</p> <p>5.4 Provide books or language materials in children’s home language or that reflect children with special needs</p>	<p>1. As part of review of daily schedule, ensure that the book area is available for at least 1/3 of session. Refer to section 15 in All About the ECERS.</p> <p>2. Research and purchase appropriate language materials/books to represent all children and families.</p>	<p>1. Teaching staff</p> <p>2. Teaching staff, Reading Specialist</p>	<p>1. Immediately</p> <p>2. Jan 2015</p>			
16	<p>3.3 Provide opportunities for ELLS to use their home language</p>	<p>1. Create classroom volunteer program to support classroom use of family home languages. Recruit and train parents and community organization volunteers. Provide training for paraprofessionals, parents, volunteers on imbedding home language into the curriculum and use of ESL strategies. See number 15 re: purchasing language support materials.</p>	<p>1. Principal, ESL/Bilingual Director, Teaching staff</p>	<p>1. Aug 2015</p>			

17	<p>5.1 Strengthen staff talk about logical relationships</p> <p>5.2 Promote children’s use of reasoning</p>	<p>1. Teaching staff will read the National Center for Quality Teaching and Learning articles identified on the CQIP resource list related to language, reasoning and problem solving. Speech pathologist and principal will lead staff meeting to discuss, practice and reinforce the concepts.</p> <p>2. Teaching staff will research IRC and/or StarNet professional development related to higher level thinking/language and will register for trainings and/or webinars.</p> <p>3. Speech pathologist and teaching staff will develop a mentoring workgroup to continue learning and sharing strategies through classroom observations/visits, staff meetings and discussions.</p>	<p>1. Teaching staff, Speech Pathologist, Principal</p> <p>2. Teaching staff</p> <p>3. Speech Pathologist, Teaching staff</p>	<p>1. Jan 2015 and ongoing</p> <p>2. Aug 2015</p> <p>3. Jan 2015 and ongoing</p>			
18	<p>5.1 Increase staff-child conversations during routines</p> <p>5.3 Build language by expanding on ideas presented by children</p>	<p>1. See response to #17. Strategies to strengthen conversations and expansion of ideas presented by children will be part of the comprehensive plan.</p>					
<b>Activities</b>							
19	<p>5.1 Provide “many” materials for a substantial portion of the day</p> <p>5.2 Organize and label materials</p>	<p>1. Review/update of the daily schedule will ensure that fine motor materials are available for at least 1/3 of the session (not counting transition or clean up time). Refer to section 19 in All About the ECERs (AAE).</p> <p>2. Fine motor materials available</p>	<p>1. Teaching staff</p> <p>2. Teaching</p>	<p>1. Immediately</p> <p>2. Immediately</p>			

		<p>during choice/center time will be rotated regularly and will include at least 3 of each of the categories (manipulatives, puzzles, small building toys, and art materials. Will refer to section 19 in AAE.</p> <p>3. Fine motor materials will be organized &amp; labeled with words and pictures so children know where to find/return materials.</p>	<p>staff</p> <p>3. Teaching staff</p>	<p>and ongoing</p> <p>3. Jan 2015</p>		
20	<p>5.1 Provide art materials for a substantial portion of the day</p> <p>5.2 Promote individual expression in use of art materials</p>	<p>1. Review and update of the daily schedule will ensure that art materials are available for at least 1/3 of the session (not counting transition or clean up time. Review section 20 in All About the ECERs.</p> <p>2. Teaching staff will work together to create a list of appropriate art materials and activities. Will use CQIP articles and research others.</p>	<p>1. Teaching staff</p> <p>2. Teaching staff</p>	<p>1. Immediately</p> <p>2. Feb 2015 and ongoing</p>		
21	<p>5.1 Provide more musical instruments and children's access to music</p> <p>5.2 Make available various types of music</p>	<p>1. Teaching staff will place CD players in space accessible to children and will provide instructions on how to use it.</p> <p>2. CDs of various types of music will be purchased and displayed next to CD player. Periodically teaching staff will highlight a CD and teach children about the type of music.</p> <p>3. Article from CQIP resource list, <i>Inventing Music Play Centers</i>, will be distributed to teaching staff and discussed at a staff meeting.</p>	<p>1. Teaching staff</p> <p>2. Teaching staff, Principal</p> <p>3. Teaching staff, Principal</p>	<p>1. Immediately</p> <p>2. Feb 2015 and ongoing</p> <p>3. Dec.2014</p>		
22	5.1 Create sufficient space in block area	1. As stated in #1: Create a new floor plan of our classrooms and	1. Teaching staff	1. Immediately		

	<p>5.3 Eliminate materials in block area that interfere with block play</p> <p>5.4 Provide block play for a substantial portion of the day</p>	<p>refer to our selected curriculum and All About the ECERS for guidance on room arrangement and space. Ensure that space allows at least 3 children to build sizeable structures with sufficient space.</p> <p>2. Refer to All About the ECERS section 22 for guidance on appropriate block area and materials.</p> <p>3. Review and update of the daily schedule will ensure that blocks are available for at least 1/3 of the session (not counting transition or clean up time. Review section 22 in All About the ECERS.</p>	<p>2. Teaching staff</p> <p>3. Teaching staff</p>	<p>2. Immediately</p> <p>3. Immediately</p>		
23	<p>5.1 Provide sand and water play outdoors and indoors</p> <p>5.2 Provide a variety of toys accessible for sand/water play</p> <p>5.3 Make sand/water play available daily</p>	<p>1. Sensory tables with sand, water or other acceptable medium will be available on a daily basis.</p> <p>2. Teaching staff will develop a list of appropriate toys to use in sensory tables and inform principal of needed purchases.</p> <p>3. Sensory table will be available for the duration of choice /center time.</p>	<p>1. Teaching staff</p> <p>2. Teaching staff, Principal</p> <p>3. Teaching staff</p>	<p>1. Immediately</p> <p>2. Jan 2015</p> <p>3. Immediately</p>		

<p>24</p>	<p>5.1 Provide sufficient materials and props in dramatic play for a minimum of three children</p> <p>5.2 Schedule dramatic play for a substantial portion of the day</p> <p>5.3 Clearly define space with clear boundaries</p>	<p>1. Teaching staff will work together to develop a list of appropriate materials/props for the area and provide principal with list of needed props. List will include props to represent both males and females.</p> <p>2. Review and update of the daily schedule will ensure that dramatic play materials are available for at least 1/3 of the session (not counting transition or clean up).</p> <p>3. Review section 23 in AAE and curriculum guidance on arrangement of space.</p> <p>4. As stated in #1, a new floor plan of our classrooms will take into account the need for clearly defined, un-crowded area away from quiet areas.</p>	<p>1. Teaching staff, Principal</p> <p>2. Teaching staff</p> <p>3. Teaching staff</p> <p>4. Teaching staff</p>	<p>1. Feb 2015</p> <p>2. Immediately</p> <p>3. Immediately</p> <p>4. Immediately</p>			
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<p>25</p>	<p>5.1 Provide more science materials from three categories</p> <p>5.2 Provide science materials for a substantial portion of the day</p> <p>5.4 Create opportunities for learning about science in everyday events</p>	<p>1. Teaching staff will read the 3 science-related articles on the CQIP resource list and section 25 in AAE and will discuss at a staff meeting facilitated by district curriculum coordinator.</p> <p>2. Existing materials will be inventoried and items needed in each of the 4 categories (living things, books/games/toys, science activities, collections of natural things) will be given to principal.</p> <p>3. Review and update of the daily schedule will ensure that science materials are available for at least 1/3 of the session (not counting transition or clean up time).</p> <p>4. Teaching staff will seek out training/webinars on science through the IRC and/or StarNet.</p>	<p>1. Teaching staff, Principal, District Curriculum Coordinator</p> <p>2. Teaching staff, Principal</p> <p>3. Teaching staff</p> <p>4. Teaching staff</p>	<p>1. Feb 2015 and ongoing</p> <p>2. Jan 2015</p> <p>3. Immediately</p> <p>4. Jan 2015 and ongoing</p>			
<p>26</p>	<p>5.1 Provide materials to represent each category</p> <p>5.2 Provide material for a substantial portion of the day</p> <p>5.4 Imbed math learning into daily activities</p>	<p>1. Existing materials will be inventoried and items needed in each of the 4 categories (counting, measuring, comparing quantities, recognizing shapes) will be given to the principal for purchase.</p> <p>2. Review and update of the daily schedule will ensure that math materials are available for at least 1/3 of the session (not counting transition or clean up time).</p> <p>3. Teaching staff will review resources from the CQIP resource list, including the What Works</p>	<p>1. Teaching staff, Principal</p> <p>2. Teaching staff</p> <p>3. Teaching staff, Curriculum</p>	<p>1. Jan 2015</p> <p>2. Immediately</p> <p>3. Feb 2015 and ongoing</p>			

		<p>Clearinghouse <i>Teaching Math to Young Children Practice Guide</i>, and will read section 25 in AAE. These resources will be incorporated into PD facilitated by our district curriculum coordinator.</p> <p>4. For ongoing PD, teaching staff will seek out training/webinars through StarNet and/or IRC.</p>	<p>Coordinator</p> <p>4. Teaching staff</p>	<p>4. Jan 2015 and ongoing</p>		
27	3.3 Limit time for TV/video/computer	<p>1. Program does not use TV/ video and is trying to develop guidelines for new technologies.</p> <p>2. Teaching staff and technology coordinator will review the resources on the ISBE web page, <i>Supporting Appropriate Technology Integration in Early Childhood Programs</i>, and appropriate use of technology will be scheduled for PD day, facilitated by the district tech coordinator.</p> <p>3. Teaching staff will seek out training/webinars on appropriate technology use through the IRC and/or StarNet.</p>	<p>1. Teaching staff, district technology support</p> <p>2. Teaching staff, Technology Coordinator</p> <p>3. Teaching staff</p>	<p>1. Aug 2015</p> <p>2. Feb 2015 and ongoing</p> <p>3. Jan 2015 and ongoing</p>		

28	5.1 Expand materials to support children's knowledge and acceptance of various types of diversity (gender, age, ability, race, culture)	<p>1. Teaching staff will review section 28 in All About the ECERS.</p> <p>2. Teaching staff will observe each other's classrooms and make recommendations to better represent all categories of diversity.</p> <p>3. Teaching staff will seek out training/webinars on supporting children's understanding of diversity through IRC and StarNet.</p>	<p>1. Teaching staff</p> <p>2. Teaching staff</p> <p>3. Teaching staff</p>	<p>1. Immediately</p> <p>2. Mar 2015</p> <p>3. Jan 2015</p>			
Interaction							
29	3.1 Increase supervision outdoors	1. Principal and teaching staff will discuss supervision on playground and develop strategies for best placement of staff. Principal will reinforce need for staff to be supervising and involved with children at all times.	1. Principal, teaching staff	1. Immediately			
30	3.1 Increase supervision indoors	<p>1. Principal and teaching staff will discuss supervision indoors and develop strategies to avoid children going to hallway alone to access their hook/storage.</p> <p>2. Principal will reinforce need for staff to accompany children any time they leave classroom.</p> <p>3. As stated in #2, tubs will be provided in classroom for children to keep personal items (sweater,</p>	<p>1. Principal, teaching staff</p> <p>2. Principal, teaching staff</p> <p>3. Teaching staff</p>	<p>1. Immediately</p> <p>2. Immediately</p> <p>3. Immediately</p>			

		blanket, family photo, etc.)				
31	<p>3.1 Improve teaching staff's skills on positive and appropriate guidance of children</p> <p>3.3 Improve teaching staff's skills on developmentally appropriate expectations of children's behavior</p>	<p>1. Principal will ensure that this item is the first priority of this CQIP.</p> <p>2. Inappropriate strategies identified in our monitoring report (time out, use of stickers for rewards, and some harsh voices) will be immediately eliminated.</p> <p>3. Program will utilize the <i>CSEFEL</i> resources identified on the CQIP resource list (videos/modules/checklists, etc.)</p> <p>4. School social worker and staff will work together through videos, observations and meetings to increase teaching staff's positive classroom management and behavior guidance.</p> <p>5. Principal and teaching staff will participate in ongoing PD on supporting children's social-emotional competence through IRC and/or StarNet.</p>	<p>1. Principal</p> <p>2. Teaching staff, Principal</p> <p>3. Teaching staff</p> <p>4. Teaching staff, Social Worker</p> <p>5. Teaching staff, Principal</p>	<p>1.Immediately</p> <p>2. Immediately</p> <p>3. Jan. 2015</p> <p>4. Ongoing</p> <p>5. Ongoing</p>		
32	3.1 Foster positive and responsive interactions with children	<p>1. The professional development and resources identified in #31 will include content on improving staff interactions with children. Specifically, staff and social worker will work together to use the <i>CSEFEL</i> observation checklist on positive/negative interactions to observe and provide feedback to each other.</p>	1. Principal, teaching staff, school Social Worker	1. Jan. 2015		
33	5.1 Consistently model good social	1. The professional development	1. Principal,	1. Jan. 2015		

	skills 5.2 Support children's social emotional skills	and resources identified in #31 will include content on helping staff to build positive classroom interactions among children. .	teaching staff, Social Worker				
<b>Program Structure</b>							
<b>34</b>	3.2 Post weekly written schedule in classroom 3.3 Provide outdoor and indoor play period daily 3.4	1. Written schedule, with times, will be posted on in classroom next to lesson plan. 2. Weather permitting, outdoor play will take place daily and written schedule will reflect that update. 3. When weather prevents outdoor play, a safe alternative space will be provided for gross motor (see #7)	1. Teaching staff 2. Teaching staff 3. Teaching staff, Principal	1. Immediately 2. Immediately 3. Jan. 2015			
<b>35</b>	5.1 Provide free play (choice/center time) for a substantial portion of the day	1. Schedule revision will ensure that choice/center time will be provided for at least 1/3 of the session (not counting clean up or transitions).	1. Teaching staff	1. Immediately			
<b>36</b>	5.1 Schedule whole group gatherings to align with curriculum guidance and meet children's attention spans 5.3 Create more individualized routines	1. Long group times will be eliminated immediately to address children's attention spans and interests. 2. Schedule revision will adjust large and small group times in accordance with guidance from our curriculum. 3. Snack will be offered as a center. Teaching staff will seek training or webinar on implementing a snack center through IRC and/or StarNet. 4. Teaching staff will develop plan	1. Teaching staff 2. Teaching staff 3. Teaching staff 4. Teaching	1. Immediately 2. Immediately 3. Jan. 2015 4. Nov. 2014			

		to take children to bathroom in small groups to avoid transitions, waiting	staff				
37	5.3 Increase communication with parents	1. Teaching staff will create log books to go back and forth from school to home in backpacks twice weekly.	1. Teaching staff	1. Jan. 2015			

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**Authorized Official's Electronic Signature**

\_\_\_\_\_  
**Title**

\_\_\_\_\_  
**Date**

The authorized representative of the applicant who will affix his or her digital signature above certifies that he or she has read, understood and will comply with all of the provisions of the FY15 Continuous Quality Improvement Plan. The person approving this FY15 Continuous Quality Improvement Plan hereby certifies and assures the Illinois State Board of Education that the person submitting the document on behalf of the applicant has the necessary legal authority to do so.

SAMPLE