



**COLORADO  
SHINES**  
START EARLY  
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QUALITY EARLY LEARNING

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**ELLICOTT PRESCHOOL**

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## **L2 Quality Improvement Plan**

### **What is the Quality Improvement Plan?**

The Quality Improvement Plan is the "blueprint" for your program's quality improvement work. Continuous quality improvement planning is key to the success of your early learning program. The Colorado Department of Early Childhood works to support your needs through Quality Improvement (QI) initiatives. Use this Quality Improvement Plan (QIP) to help document your highest priorities for enhancing the quality of your program.

### **Putting Your Plan into Action**

Successfully implementing the recommendations made in your Quality Improvement Plan may require that you and your staff make changes to your daily activities with children. Change is work that takes time, planning, practice, continuous evaluation, and your support. This is also true for changing how your program works with families and for raising your standards for professional development among your staff. You will have a greater chance of success if you build in time and a structure to work with your staff on how and when to implement these changes and to identify what resources and supports are needed. We wish you the best in your efforts to provide the highest quality care and education your children and families deserve.

## Your Quality Improvement Plan

### Child Health

**Status : In Progress**

#### Child Health Promotion

**Criteria :** The program provides documentation that the nutrition programs have been conducted.

**Improvement Actions :**

Ellicott Preschool is currently participating in "The Culture of Wellness" project through the Buell Foundation. Staff have received professional development for the expectations of the project and are currently working on getting information out to families about healthy meals and activities. We were unable to get enough families signed up to participate in a series for this, so we are attempting to get the information home to them.

Outcomes: Students, families and staff will have a better understanding of healthy eating, and exercise at school and at home.

**Status :** In Progress

**Priority :** High

**Complete By :**

**Date Created :** 09/17/2018

**Created By :** Shelley Ettleman

**Status : Ongoing**

## Child Health Promotion

**Criteria :** The program documents that each child has received a hearing, vision and dental screening.

**Improvement Actions :** All preschool students receive a hearing and vision screening at the beginning of the school year as part of the Ellicott School District. The school also has the Ronald McDonald mobile come out to the district twice a year for dental and immunization needs.

**Outcomes:** Students that qualify for our program get screened at the beginning of the year, and the screening have found some students that have hearing issues, or some that were in need of glasses. We will continue this program to help serve the families that struggle with paying for these services.

**Status :** Ongoing

**Priority :** High

**Complete By :**

**Date Created :** 07/21/2015

**Created By :** Shelley Ettleman

## Health Promotion

**Criteria :** The program documents that each child has received a hearing, vision and dental screening.

**Improvement Actions :**

All preschool students receive a hearing and vision screening if they attend the early enrollment day and then again at the beginning of the year for those that are enrolled. **We have used the Ronald McDonald mobile in prior years for dental and health screenings, but have not used them since before Covid hit.**

**Outcomes:** Our school district does not complete dental screenings but the preschool provides resources for families with dentist contact information. The school nurse is also looking for other resources to help to get dental screening completed.

6/1/23 Through the Health and Mental Health Grant we were able to bring a mobile dental program to our school district in the fall and spring. Dental screenings and fluoride treatments were provide to students.

**Status :** Ongoing

**Priority :** High

**Complete By :**

**Date Created :** 12/07/2021

**Created By :** Shelley Ettleman

## Family Partnerships

**Status :** Completed

## **Building Community Among Staff & Families**

**Criteria :** The program offers opportunities for all families to get to know each other and work together to support their children.

**Improvement Actions :**

From the Strengthening Families self-assessment we noted that we have offered families a Preschool Family Contact Book in previous years, but it was something we should offer more consistently to build those relationships.

Outcome: A Parent Contact form will be included in the Home Visit packet at the beginning of the year, or when a student starts the program, and a Parent Contact book will be created and given to all families that want to participate.

\*This is something that can be created for families and ready after the winter break for this year.

**Status :** Completed

**Priority :** Medium

**Complete By :** 09/01/2022

**Date Created :** 12/08/2021

**Created By :** Shelley Ettleman

## **Communicating with Families**

**Criteria :** The program has a written policy on using interpreters and resources to communicate with families in their home language.

**Improvement Actions :**

Ellicott Preschool hired a bilingual preschool admin assistant, and a bilingual classroom para, to support students and families coming into the preschool with Spanish as their home language. We also have BOCES resources that come into the preschool weekly to work with our students that are Deaf/Hard of Hearing.

Outcomes: We provide as much support as we can to our bilingual families by providing translators for conferences, family nights, and translating forms. In doing this, we also got all the district transportation forms translated to Spanish.

**6/1/23 After receiving a Circle Grant, we were able to hire 3 bilingual staff to support ML students and families in our program.**

**Status :** Completed

**Priority :** High

**Complete By :**

**Date Created :** 12/07/2021

**Created By :** Shelley Ettleman

## **Engaging Families in Continuous Quality Improvement**

**Criteria :** Results from family surveys are used to inform the quality improvement plan and the program has documentation of one or more changes made as a result of the annual family survey.

**Improvement Actions :**

Ellicott Preschool families complete a survey each spring. From those surveys the preschool council identifies areas in need of improvement and includes them on the preschool QIP in Colorado Shines.

**Families have requested on the parent surveys classes for CPR/1st aide, Love and Logic and additional family nights. Spanish families have also requested translators for family nights.**

Outcomes: For the past 3 years, except for Covid Times. we have offered families CPR and 1st aid training. Last year we offered Love and Logic then we were quarantined for Covid. We also have bilingual staff hired that support families during conferences, in the classrooms, and translate forms.

**Status :** Completed

**Priority :** Medium

**Complete By :**

**Date Created :** 12/07/2021

**Created By :** Shelley Ettleman

**Status : In Progress**

## Engaging Families in Continuous Quality Improvement

**Criteria :** Program conducts an annual family survey to ask families for suggestions on how to improve the program and how the program can support families.

**Improvement Actions :**

Criteria:

Families complete surveys yearly to help Ellicott Preschool maintain a quality program. From those surveys the information collected is used to update our QIP each year. We also use the information collected from the families to help set up/schedule trainings for families. These have included CPR training for families. We have a request this year from the survey for a safety training and an International Family Night.

Outcome: To ensure families feel supported and have an active role in the success of the preschool.

**Status :** In Progress

**Priority :** Medium

**Complete By :**

**Date Created :** 04/22/2024

**Created By :** Shelley Ettleman

## Sensitivity to Diversity

**Criteria :** The program provides materials and resources (information about community-based programs, community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources) in a way that is accessible to all families, including families with high needs.

**Improvement Actions :**

Ellicott Preschool is partnering with Culture of Wellness to provide information to families for health and nutrition. In doing this work, Information is shared with families in English and Spanish monthly from the classrooms, and an informational table is set up at all preschool family nights. The staff has also begun some work with FREE and is becoming more aware of their own self-care and well being and will be sharing information from that program with families next year.

Outcome: To provide multiple resources to families with staff support.

**Status :** In Progress

**Priority :** High

**Complete By :**

**Date Created :** 03/04/2021

**Created By :** Shelley Ettleman

**Status :** Ongoing

## Engagement of Families

**Criteria :** Family survey results indicate the program conducts two annual parent/teacher conferences.

**Improvement Actions :**

Ellicott Preschool conducts two Parent/Teacher conferences twice a year, which coincide with the Teaching Strategies Gold checkpoints. Parents also receive a parent survey once a year, in the spring, to give feedback to the preschool advisory council for changes made in the preschool.

**Outcomes:** With this information, we have added staff pictures to the staff bios so parent can put names with faces. We also got parent feedback on training they would like to receive such as Love and Logic, and CPR/First Aid. We are looking at providing at least one of these each year.

**Status :** Ongoing

**Priority :** Medium

**Complete By :**

**Date Created :** 08/26/2015

**Created By :** Shelley Ettleman

## Leadership, Management and Administration

**Status :** Completed

## Continuous Quality Improvement

**Criteria :** The program has a playground quality improvement goal(s) such as: ensuring inclusion of all enrolled children, improved teacher/child interactions, expansion of outdoor learning environment, increasing opportunities for gross motor play, health and safety, etc.

**Improvement Actions :**

Ellicott preschool added an additional "Natural" playground 2 years ago to expand our outdoor learning experiences, and accommodate outdoor play to meet licensing requirements. We also received an ECHO playground grant to add material and activities to both of the playgrounds.

**Outcome:** We have created more opportunities for students to learn and explore on the "Natural" playground with a climbing log, musical tubes, and natural grass area to explore in. We included a paved walkway, with hopscotch built in, for students to have a safe walking area and increased gross motor skills activities. The other playground now has a mud kitchen and outdoor art easel included with the other original items that will increase engagement and learning.

**Status :** Completed

**Priority :** High

**Complete By :** 05/25/2022

**Date Created :** 12/07/2021

**Created By :** Shelley Ettleman

**Status :** In Progress

## Continuous Quality Improvement - Part II

**Criteria :** Program uses results from two or more self assessment/or classroom observation to inform a Continuous Quality Improvement goal.

**Improvement Actions :**

Ellicott Preschool had classroom ECERS observed spring of 2021, and had 3 classrooms CLASS observed in Fall of 2021. Classroom teams also complete the Youngstar classroom assessment and update it yearly. The preschool program completed the Strengthening Families self-assessment and identified the need for Council members to ensure material given to all families are culturally relevant to families served.

Outcome: From the ECERS and CLASS observations, it was noted that teachers need to model more language and reasoning with the students while providing more opportunities for children to work together on a project (This may have been impacted by covid restrictions last spring) Teachers will receive coaching until mid January through Alliance for Kids to help increase these skills within the classroom.

Classroom teams set their own classroom goals from the Youngstar classroom self-assessment tool, and a common area of growth is to promote positive behaviors in the classrooms, as all classrooms are struggling with disruptive and defiant behaviors. This is also being addressed through coaching sessions and with the resource team.

The preschool council has recruited a Migrant Specialist to be a council member and help support our Spanish community and information given to them.

6/1/23 With staff turnover, we continue to coach classrooms in ECERS and CLASS practices.

**Status :** In Progress

**Priority :** High

**Complete By :** 08/01/2022

**Date Created :** 12/08/2021

**Created By :** Shelley Ettleman

## Program Evaluation

**Criteria :** The Program has developed a continuous quality improvement plan that is updated annually, with documented goals, timelines, and outcomes.

**Improvement Actions :**

From the survey, families requested parking signs that designate where preschool families can pick up and drop off students, as well as parking for preschool events.

Action Plan: Talk to superintendent about parking lot guidelines and find out cost

**Status :** In Progress

**Priority :** High

**Complete By :** 04/08/2022

**Date Created :** 04/08/2021

**Created By :** Shelley Ettleman



**Status : Ongoing**

## **Personnel**

**Criteria :** The staff evaluation also informs the individual professional development plan.

### **Improvement Actions :**

All staff will complete a self assessment in the fall that is similar to the evaluation tool that will be used at the end of the year. From the self assessments and the evaluation tool in PDIS or Randa, staff will create their professional development goals. Mid-year, the director will meet with staff and discuss the goals and observations that have been completed. At the end of the year, all staff will receive a formal evaluation with set professional goals that have been met, and those they will create for next year.

**Status :** Ongoing

**Priority :** High

**Complete By :**

**Date Created :** 12/17/2018

**Created By :** Shelley Ettleman

## **Workplace Environment and Supports**

**Criteria :** Workplace wellness support is available based on staff needs/interests.

### **Improvement Actions :**

To better support staff with student behaviors in the classroom, we have been looking for more trauma informed professional developments. With the impacts of quarantines, stress in families, and stress in the classroom Ellicott Preschool has joined with the FREE program. Preschool staff completed a survey for what supports they needed personally and in the classrooms.

Outcomes: Set program wide and individual staff goals and become more aware of self care so staff can be their "best self" in the classroom.

We have received resources for trauma training and trauma coaching through this program.

6/1/23 Through the Health and Mental Health grant this year we provided support to our staff and also staff from other ECE programs in our area.

**Status :** Ongoing

**Priority :** High

**Complete By :** 08/01/2022

**Date Created :** 12/07/2021

**Created By :** Shelley Ettleman

## Program Evaluation

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**Criteria :** The QIP is shared with staff, families, and stakeholders.

**Improvement Actions :**

Ellicott Preschool is part of the Colorado Preschool Program, and with that, has a preschool advisory council. Members of that council include staff, local businesses, early childhood reps, and community agencies. This council meets a minimum of 4 times a year and discuss items have included:

preschool handbook

preschool policies

enrollment forms

family nights

grants

curriculum

Each year the council chooses (with director guidance) a project to work on such as updating preschool policies last year.

Ellicott Preschool Director will share the Quality Improvement plan with families at the Open House/Orientation at the beginning of the year, with the Preschool Advisory Council Annually at the beginning of the year, and with School Administration at the beginning and ending of each school year.

**Outcomes:** This year the council will be working on updating policies, handbook, and enrollment forms.

**Status :** Ongoing

**Priority :** High

**Complete By :**

**Date Created :** 07/21/2015

**Created By :** Shelley Etleman

## Personnel

**Criteria :** Staff surveys indicate the program has non-administrative personnel participate in decision-making for hiring, curriculum development, program goal-setting and/or annual planning

**Improvement Actions :** Ellicott Preschool Council includes teaching staff along with community members and other stake holders. Responsibilities of the council are to make decisions about and for the preschool. This includes curriculum, professional development, goal setting, and planning.

**Outcomes:**

Preschool council members update and keep current the preschool policies and parent handbook.

Preschool council members use information from parent surveys for improvement planning for the preschool.

Preschool council members approve new curriculum and child assessment tools.

**Status :** Ongoing

**Priority :** Medium

**Complete By :**

**Date Created :** 12/17/2018

**Created By :** Shelley Ettleman

## Learning Environment

**Status :** Archived

## Environment Rating Scales Element

**Criteria :** ERS\_ELEMENT

Please identify your QI Plan Improvements for ERS

**Improvement Actions :**

Due to our Spring 2020 ECRS observation, there is a need for more coaching on how to use "Language and Reasoning" with students to encourage higher-level thinking. Classrooms teams also work through the Youngster Self-Assessment tool for their classrooms.

Outcomes: Classrooms were CLASS assessed in Fall 2021 and are receiving coaching coaching through January 2022.

**Status :** Archived

**Priority :** Medium

**Complete By :** 05/25/2022

**Date Created :** 12/07/2021

**Created By :** Shelley Ettleman

## Environment Rating Scales Element

**Criteria :** ERS\_ELEMENT

Please identify your QI Plan Improvements for ERS

**Improvement Actions :**

Due to an ECERS observation completed in the spring of 2021, there was a need identified for staff to use more "language and reasoning" with students to encourage more higher level thinking. Classrooms also self-assess using the Youngstar self-assessment tool for classrooms.

Outcomes: The preschool program developed a program-wide professional development plan informed by ERS observation results and staff's individual professional development plans. Classrooms were CLASS observed in Fall of 2021 and will be receiving coaching through January 2022.

**Status :** Archived

**Priority :** Medium

**Complete By :** 05/25/2022

**Date Created :** 12/07/2021

**Created By :** Shelley Ettleman

**Status : In Progress**

## Observational Assessment of Program

**Criteria :** The program has had a reliable, independent, trained observer complete a CLASS Assessment in the previous 12 months in at least 50% of classrooms with average minimum scores: Emotional Support: 5.5 Classroom Organization: 5.0 Instructional Support: 2.5

**Improvement Actions :**

Ellicott Preschool is working with Alliance for Kids to be coached and assessed in CLASS. All 4 classrooms will receive coaching, with at least 2 of the classrooms being assessed before our Quality Rating in October 2021. We have new staff that have not been through this process, and veteran staff that would like coaching for new ideas.

Outcomes: Classroom teachers have a new or fresh understanding of CLASS and implementing practices daily in the classrooms.

**Status :** In Progress

**Priority :** Medium

**Complete By :**

**Date Created :** 03/04/2021

**Created By :** Shelley Ettleman

## Ratio, Group Size & Continuity of Care

**Criteria :** Group size and adult:child ratios are aligned with NAEYC (National Association for the Education of Young Children).

**Improvement Actions :**

Ellicott preschool has added an additional "natural" playground to the facility. This playground includes a climbing log with steps from a tree that was removed when the new building was built, natural grass, tree cookie path, rocks, and paved areas. This area provides a fenced area for outdoor play as required by licensing for group sizes. Two playgrounds provides outdoor play space for two classrooms at a time.

Outcomes: Ellicott preschool received an ECHO playground grant last year. With money from that grant and donations, a paved walk area was put in the new playground with a permanent hopscotch and music tubes were added. On the old playground we added an outdoor art easel and mud kitchen for extended play opportunities.

**Status :** In Progress

**Priority :** Medium

**Complete By :**

**Date Created :** 11/17/2021

**Created By :** Shelley Ettleman

## Environment Rating Scales Element

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**Criteria :** ERS\_ELEMENT

Please identify your QI Plan Improvements for ERS

**Improvement Actions :**

Due to an ECERS observation completed in the spring of 2021, it was identified that teachers needed more coaching on how to use "language and reasoning" with students to encourage higher-level thinking. Classroom teams also use the Youngstar self-assessment tool in their classroom for identifying areas of growth.

Outcome: **The preschool program wide professional development plan was developed from** the ECERS observation report and staff professional development plans to identify professional development needs. A CLASS observation was also completed in the fall of 2021 with coaching continuing through May 2024

**Status :** In Progress

**Priority :** Medium

**Complete By :** 05/25/2022

**Date Created :** 12/07/2021

**Created By :** Shelley Etleman

## Optional

**Status : Ongoing**

### Additional Professional Staff

**Criteria :** The program employs or maintains a daily service contract with one or more of the following administrative professional personnel: Business Manager, Accountant, Human Resources Director

**Improvement Actions :**

Ellicott preschool director will work closely with the school district administration in areas such as: budget, hiring and retention of staff, and keeping current with the district policies in the staff handbook.

**Outcomes:** The director continues to work closely with district admin with the preschool budget, hiring processes, and policies. We have also hired a bilingual preschool administrative assistant and a bilingual classroom para.

**Status :** Ongoing

**Priority :** Medium

**Complete By :**

**Date Created :** 03/16/2016

**Created By :** Shelley Ettleman

### Home Language

**Criteria :** The program honors the child's home language and encourages home language development by having at least one caregiver/teacher in each classroom who is bilingual if there is a dominant second language in the classroom.

**Improvement Actions :**

Ellicott Preschool hired a bilingual preschool admin assistant and a bilingual classroom para to support students and families coming into the preschool with Spanish as their home language.

Teachers in all the classrooms are teaching sign language when teaching letters and numbers.

Outcomes: Ellicott preschool will provide as much support as we can to our bilingual families that are Spanish speaking, and for students that are deaf/hard of hearing.

**Status :** Ongoing

**Priority :** Medium

**Complete By :**

**Date Created :** 11/02/2021

**Created By :** Shelley Ettleman

## Workforce Qualifications and Professional Development

**Status : In Progress**

## Early Childhood Teacher Qualifications

**Criteria :** At least 75% of early childhood teachers meet requirements for Early Childhood Professional IV Credential or higher

**Improvement Actions :**

To get 100% of Teachers to a Level III or higher. We will complete this with continued professional development and work experience.

**Outcomes:** Currently 1 teacher is at a level 6. Teachers will receive coaching in ECERS and CLASS to ensure quality in the classrooms. Evaluation scores can also go into PDIS to maintain or increase teacher credential levels.

**Status :** In Progress

**Priority :** Medium

**Complete By :** 01/28/2022

**Date Created :** 03/16/2016

**Created By :** Shelley Ettleman

## Early Childhood Teacher & Aides Qualifications

**Criteria :** At least 75% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional II Credential or higher

**Improvement Actions :**

Ellicott preschool will work on getting 100% of teacher aides to a level II or higher. We will do this with continued professional development and work experience. **We currently have 1 para working on her credential level, and the 4 classroom paras have a credential level of 2 or 3.**

**Outcomes:** Staff have worked hard in aligning their professional development goals to increase their classroom knowledge and teacher credential levels.

**Status :** In Progress

**Priority :** Medium

**Complete By :** 01/28/2022

**Date Created :** 03/16/2016

**Created By :** Shelley Ettleman



## On-Going Professional Development

**Criteria :** The program has a program-wide professional development plan informed by the individual professional development plans of all staff that provide direct services to children and families.

**Improvement Actions :**

To help better support staff with student behaviors in the classrooms, we have been looking for more trauma informed professional developments. With the impacts from quarantines, stress in families, and stress in the classrooms Ellicott Preschool has also joined The FREE program, is setting program wide goals, and staff are becoming more aware of self-care.

**Outcomes:** To ensure staff are their "best self" when they enter a classroom and being prepared to support the various behavioral needs within the classroom.

**Status :** In Progress

**Priority :** High

**Complete By :** 09/01/2022

**Date Created :** 11/02/2021

**Created By :** Shelley Ettleman

**Status :** Ongoing

## On-Going Professional Development

**Criteria :** Early Childhood Educators and Administrators use the self-assessments to inform and update their Individual Professional Development Plan.

**Improvement Actions :** To ensure that all staff are current in their trainings and have completed the self assessment.

With each staff's self assessment, staff will complete trainings to help reach their professional development goals they have set.

Use staff self assessment and set goals in staff evaluations. To provide support for staff to complete self-assessments and training, Ellicott Preschool has provided a laptop for all of the staff for use on-site.

**Outcomes:** Staff have increased their teacher credential levels with professional developments that have been completed. Professional developments are aligned to staff individual goals, or goals set by the preschool team.

**Status :** Ongoing

**Priority :** High

**Complete By :**

**Date Created :** 07/21/2015

**Created By :** Shelley Ettleman

## On-Going Professional Development

**Criteria :** The program has a program-wide professional development plan informed by the individual professional development plans of all staff that provide direct services to children and families.

**Improvement Actions :**

Due to ECERS observation there was a need for more professional development on how to use "language and reasoning" with students to encourage higher-level thinking. This is scheduled for December 19,2021.

Training was completed and staff continue to work on this.

Classrooms have also completed the Youngstar Self-Assessment tools for their classrooms. Each classroom team identified areas for improvement and set target dates for completion.

Outcomes: Preschool staff use their professional development goals to help guide them in completing training that meets their own personal needs, or needs for the classroom. They also use the classroom self-assessment to identify areas of improvement within each of the classrooms.

**Status :** Ongoing

**Priority :** Medium

**Complete By :**

**Date Created :** 11/15/2019

**Created By :** Shelley Ettleman

## Early Childhood Teacher Qualifications

**Criteria :** 75% of teachers

**Improvement Actions :**

Criteria:

At least 75% of early childhood teachers meet requirements for Early Childhood Professional IV Credential or higher

Improvement Actions:

To get 100% of Teachers to a Level III or higher. We will complete this with continued professional development and work experience.

**Outcomes:** Currently 1 teacher is at a level 6. Teachers will receive coaching in ECERS and CLASS to ensure quality in the classrooms. Evaluation scores can also go into PDIS to maintain or increase teacher credential levels.

**Status :** Ongoing

**Priority :** Medium

**Complete By :**

**Date Created :** 12/03/2021

**Created By :** Dorothy Smatana

## **Early Childhood Assistant Teachers and Aids Qualifications**

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**Criteria :** 75% of assistant teachers/aides

**Improvement Actions :**

At least 75% of early childhood assistant teachers and aides meet requirements for Early Childhood Professional II Credential or higher.

Outcomes: Ellicott Preschool will work on getting 100% of teacher aides to level II or higher with continual professional development and work experience.

**Status :** Ongoing

**Priority :** Medium

**Complete By :** 05/26/2022

**Date Created :** 12/07/2021

**Created By :** Shelley Ettleman