

New York State PreKindergarten Program Quality Assurance Protocol

Grantee Name:	Project Number: -16-
Site Name: DREAM Charter School	Yes Universal Pre-K
Address: 433 East 101 st Street	Statewide Full-day
City/State/Zip: New York, NY 10029	Fed. Preschool Expansion
Site Type*: Charter School	Priority Pre-K
Phone: 212-722-1608	Reviewer: Michelle Bianchi
Program Administrator: Eve Colavito	Title: Director of Charter School Information
Administrator Email: ecolavito@wearedream.org	Site Visit Date: September 28, 2017

Promising Practices:

- Centers are well-resourced and effectively managed by teachers.
- The daily schedule provides multiple opportunities during structured and non-structured activities for social-emotional skill building.
- Practices in place that provide an opportunity for pre-Kindergarten through third grade teachers and leaders to collaborate on vertical alignment of the curriculum.

Summary of actions to be taken: None

Date:

***SITE TYPES (KEY):**

- Daycare Child Center: DCC
- Nonpublic School: NPS
- Museum: M
- Library: L
- Charter School: CS

Public School: PS
Family Day Care Home: FDC
Group Family Day Care Home: GFDC

Using the Quality Assurance Protocol

The Quality Assurance Protocol has been developed to help ensure comprehensive and consistent monitoring of program quality in providers of full-day pre-Kindergarten programs pursuant to New York State Education Law Section 3602-e and 3602-ee. While this document is intended for use by program monitors, it may be used by school districts and individual entities as a self-assessment tool and to assist in preparing for a smooth monitoring visit.

Purpose: The purpose of the Quality Assurance Protocol is to engage pre-Kindergarten program providers in creating and maintaining a high-quality pre-Kindergarten program, and to be used as an ongoing tool by the Department for technical assistance and support.

Instructions: The 'Indicators of Compliance' column outlines the indicator to be evaluated. The 'Supporting Documents' column lists documents that may be used to support successful implementation of the applicable indicator. At the end of each Quality Standard Section there is a list of observable practices that indicate quality. These lists, while not totally inclusive, may assist an observer evaluating a program's quality.

A representative of the monitoring team will contact the grantee prior to the monitoring visit to specify which documents will be required. School districts are reminded to share the Quality Assurance Protocol with partnering community providers.

Definitions for Program Performance:

0: Non-compliant	Evidence shows negligible effort in adhering to and meeting compliance indicators and no effort through observable and documented efforts in the listed indicators of quality, A through I.
1: Minimal	Evidence shows inconsistent effort in adhering to and meeting compliance indicators and little effort to be compliant through observable and documented efforts in meeting less than half of the indicators of quality, A through I.
2: Acceptable	Evidence shows consistent effort in adhering to and meeting compliance indicators and some effort to go beyond minimum compliance through observable and documented efforts in at least half of the listed indicators of quality, A through I.
3: Enhanced	Evidence shows strong effort in adhering to and meeting compliance indicators and strong effort to go beyond acceptable compliance through intentional observable and documented efforts in more than half of the listed indicators of quality, A through I.
4: Excels	Evidence shows outstanding effort in adhering to and meeting compliance indicators and outstanding effort to go beyond enhanced compliance through intentional observable and documented efforts in all indicators of quality, A through I.

A: Facility Quality

Indicators of Compliance		Supporting Documents	Program Performance
A-1	The facility's design, equipment, and materials advance child development and early learning.	<input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
A-2a	The site is in Good Standing.	<input checked="" type="checkbox"/> Review of inspections on OCFS or DOHMH website <input checked="" type="checkbox"/> Other: NYCDOE procedure	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (District)
A-2b	The site has a process for requiring that violations classified as an "imminent danger" by the Office of Children and Family Services or as a "public health hazard" by the New York City Department of Health and Mental Hygiene are immediately corrected.	<input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: NYCDOE Procedure	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (District)
A-3	Facility inspection has been completed.	<input type="checkbox"/> Date of Last Inspection <input checked="" type="checkbox"/> Name of Inspection Agency DOHMH	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not applicable (District)

Comments:

Look for the Following Evidence of Quality	Implemented	Not Implemented	Comments
Facility is well-maintained and clean.	Y		
Outdoor play area provides adequate space for children to play safely.	Y		
Outdoor play area provides appropriate equipment for different abilities.	Y		
The bathroom is immediately accessible and barrier free.	Y		
The classroom space is arranged in "areas" for designated learning.	Y		
The classroom space allows for safe movement and activity for the number of children enrolled.	Y		
There is space for both quiet and active engagement in learning.	Y		

B: Curriculum

Indicators of Compliance		Supporting Documents	Program Performance (0-4)
B-1	The program uses a written curriculum or curriculum framework that: aligns with the NYS Pre-Kindergarten Foundation for the Common Core; ensures continuity with the Common Core State Standards in ELA and Math; is developmentally appropriate; and is evidence-based.	<input checked="" type="checkbox"/> Written Curricula/Curricular Framework <input type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	4
B-2	There is evidence that teachers and staff participate in high-quality professional development regarding curriculum.	<input checked="" type="checkbox"/> Written Policy/Procedure <input type="checkbox"/> Agenda/presentation notes/sign-in sheets <input checked="" type="checkbox"/> Other: NYCDOE	4
B-3	The program has implemented the appropriate accommodations, modifications, and supports to enable preschool children with disabilities effective inclusion in the full range of the program's activities	<input checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	4
B-4	The program has implemented appropriate modifications and supports to ensure that participating children who are English Language Learners are provided equal access to the program and opportunities to achieve the same program goals and standards as all students.	<input checked="" type="checkbox"/> Written Policy/Procedure <input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Other: NYCDOE Requirement	4

Comments:

Look for the Following Evidence of Quality	Implemented	In Process	Not Implemented	Comments
Curriculum and plans are aligned with the PreKindergarten Foundation for the Common Core and cover the five domains of development: approaches to learning; physical development and health; social and emotional development; communication, language and literacy; cognition and knowledge of the world.	Y			
Lesson plans include opportunities for whole group, small group, and individualized learning opportunities.	Y			
Plans contain opportunities that consistently provide engaging play based activities that foster rigorous habits, higher order thinking skills, and	Y			

problem solving through hands-on experiential learning.				
Curriculum and center based learning experiences are customized to meet the diverse needs of all learners, as evidenced by student portfolios and/or authentic work samples.		I/P		
Curriculum and center based learning experiences provide opportunities for children to exchange ideas and/or engage in conversations and discussions, with peers and adults, which promote articulation and vocabulary development.	Y			
Curriculum and academic tasks follow developmental trajectory (<i>For example, prerequisite to understanding the concept of adding on, children need to understand one-to-one correspondence</i>).	Y			
Curriculum content is accurate and ensures that children are provided accurate understandings and information.	Y			
Curriculum content is relevant to children's interests and experiences.	Y			

C: Learning Environment, Materials, and Supplies

Indicators of Compliance		Supporting Documents	Program Performance (0-4)
C-1	The program's use of space, scheduling, and other environmental factors will promote student learning and development. <i>For example, the classroom is divided into clearly defined, well-equipped learning centers. Examples of learning centers may include, but are not limited to: dramatic play; blocks and construction; library, language arts, technology/media; science and nature; mathematics and manipulative materials; writing; creative arts; sand and water play; music; and those that have been developed using principles of Universal Design, or have been modified or adapted to meet the unique needs of preschool students with disabilities.</i>	<input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Completed environmental rating scale <input type="checkbox"/> Other:	3
C-2	The daily schedule has a balance of intentionally-planned active and quiet play; indoor and outdoor gross motor activities; and individual and small group activities.	<input type="checkbox"/> Program Calendars/Schedules <input checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	3
C-3	The teachers' use of selected classroom materials for activities promotes student learning and development opportunities.	<input type="checkbox"/> Written Curricula <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	3
C-4	The program has implemented activities that will promote student learning and development opportunities and will encourage students to be self-assured and independent through a balanced schedule of teacher-initiated and child-initiated learning activities.	<input checked="" type="checkbox"/> Activity Schedule <input checked="" type="checkbox"/> Reviewer Observation <input checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Other:	3

Comments:

Look for the Following Evidence of Quality	Implemented	In Process	Not Implemented	Comments
Program resources (materials, space, technology, instructional supports) are aligned to, and support the program's goals.	Y			
Learning centers are well-equipped with an appropriate amount of materials, are easily accessible, and allow for engagement of all students.		I/P		One classroom had more resources in the learning centers

Learning center materials reflect an inclusive and culturally diverse classroom environment.	Y			
Age appropriate materials are varied and within children's reach so that children can use them independently.	Y			
Students have access to an assortment of theme/unit or study-related materials for independent inquiry and exploration.	Y			
There is an area set aside where an individual child or a small group of children can engage in quiet activity.	Y			
There is a private space for each child's possessions.	Y			
Displays are authentic, child-made, process driven, and reflect students' individuality.		I/P		
There is space for whole group meetings and opportunities for peer interactions and conversations.	Y			
Daily schedule is posted; is referenced daily; is represented in pictures and words; and is displayed at children's eye level.	Y			
Teacher/Student Interactions	Implemented	In Process	Not Implemented	Comments
Teachers use multiple strategies to facilitate engagement, participation, and learning.	Y			
Teachers ask open-ended questions to promote higher-order thinking and provide students with opportunities to generate ideas, while allowing students enough time to respond.		I/P		
Teachers encourage students' persistence and scaffold when students are having difficulty.	Y			
Teachers frequently promote language use by modeling advanced language, repeating and extending students responses.	Y			
Interest Areas/Learning Centers (Resources for Learning)	Implemented	In Process	Not Implemented	Comments
A center management system is prominently displayed and used daily.	Y			
Appropriate reading and/or writing materials are accessible in all learning centers to promote literacy development.		I/P		
Creative Arts Area has an array of open-ended materials that promotes varied aesthetic and creative art experiences, (e.g., collage materials, drawing materials, glue, clay, pipe cleaners, various paints (tempera, water colors, finger-paint), etc.)	Y			
An assortment of rhythm instruments, CDs and audiotapes are available so that children engage in a variety of musical experiences.		I/P		

Creative movement and dance experiences are available for children to engage in spontaneous and imaginative ways to music, songs, rhythm.	Y			
The Block Building area has an adequate supply of blocks in varied sizes and is organized and labeled.	Y			
There is adequate space for children to maximize the use of materials and build structures.	Y			
Block accessories such as signs, vehicles, cars and people are provided to support and extend literacy learning.		I/P		
Block accessories are varied and are multiracial, non-sexist and non-stereotypical.		I/P		
Literacy Center (Library/listening/Writing/Computer) has age appropriate materials that support children's current interests and reflect the theme/unit of study.	Y			
A comfortable, quiet, cozy area for children to interact with books is provided.		I/P		
Front-facing bookshelves and book bins for storing books are available and set up within children's reach.	Y			
Various types of boards (felt, magnetic, white), puppets and story characters with related books are available to children to foster oral language usage.		I/P		
The literacy area has a collection of children's books that include but are not limited to; non-fiction, poetry, nursery rhymes, non-violent fairy tales and folk tales organized by theme, author and/or genre.	Y			
Pictures and photographs found in books and posters are free of cultural bias, racial bias, sexual bias, and/or violence.	Y			
A variety of writing instruments such as markers, crayons, pens, elementary pencils are available to children.	Y			
Alphabet and numeral stamps, stencils, templates, and various lined/unlined paper are available in the writing/drawing center.	Y			
The Manipulative and Mathematics Center has a variety of manipulative materials and non-standard measuring activities.	Y			
The Manipulative and Mathematics Center promotes engaging mathematical activities to develop children's awareness of concepts such as numbers, patterns, and geometrical shapes.	Y			
The Manipulative and Mathematics Center is arranged to promote peer interaction and group work.	Y			

The Manipulative and Mathematics Center is clearly defined, and accessible to students.	Y			
Students observe, gather and explore objects in their world to experiment and develop conclusions. This is evidenced by various accessible materials in the Science and Discovery Area .		I/P		
Student work demonstrates students' understandings or questions about their world and their surroundings.	Y			
The Science/Discovery Area is well and purposefully stocked with tools and materials that promote students' curiosity, imagination, and experimentation.		I/P		
Sand and Water Play Area with appropriate equipment is accessible to students and available for daily use.	Y			
Dramatic Play Area The dolls accurately represent diversity in ethnicities and dress.	Y			
The play food and props are representative of the culture and background of the children and families participating.	Y			

D: Family Engagement and Support

Indicators of Compliance		Supporting Documents	Program Performance (0-4)
D-1	Families are provided information regarding programmatic quality standards, including the process by which the program meets the standards.	<input type="checkbox"/> Records of Correspondence <input checked="" type="checkbox"/> Other: Through NYCDOE	4
D-2	The program has implemented strategies to ensure the active engagement of parents and/or guardians in the education of their children, and do so in a language they understand.	<input checked="" type="checkbox"/> Promotional Information <input checked="" type="checkbox"/> Translated Materials <input type="checkbox"/> PD Agendas <input checked="" type="checkbox"/> Family Outreach Materials <input type="checkbox"/> Other:	4
D-3	Families complete a program evaluation or survey annually and results are used for program improvement.	<input checked="" type="checkbox"/> Annual Evaluation Tool <input type="checkbox"/> Other:	4
D-4	The program provides, directly or through referral, support services to children and their families necessary to support the child's participation in the preKindergarten academic program. Support services are provided to the maximum extent practicable in the language or mode of communication which the parents and/or guardians and the child best understand.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Referral Information <input type="checkbox"/> Other:	4

Comments:

Look for the Following Evidence of Quality	Implemented	In Process	Not Implemented	Comments
Families are welcomed and encouraged to collaborate with program staff.	Y			
Procedures are in place to actively involve each child's family in the overall program.	Y			
Written materials and notices sent home are available in the primary language of the families.	Y			
Translators are provided for family members who speak languages other than English.	Y			
Families are supported in understanding strategies to promote and extend learning at home.	Y			
Families are provided multiple opportunities to participate in decision-making and policy-setting of the program.	Y			
Families are made aware of the program's goals.	Y			
Student progress is communicated to families consistently and frequently, in culturally and linguistically responsive ways.	Y			

E: Staffing Patterns, Teacher Education and Experience

Indicators of Compliance		Supporting Documents	Program Performance (0-4)
E-1	The program ensures that the maximum class size is twenty students. For classes up to eighteen students, there must be at least one teacher and at least one paraprofessional assigned to each class. For classes of nineteen or twenty students, there must be at least one teacher and at least two paraprofessionals assigned to each class. Note: maximum class size for FDC programs is six students and maximum class size for GFDC programs is 12 students.	<input checked="" type="checkbox"/> Class Lists <input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	4
E-2	In order to enhance diversity and equity in recruitment and retention practices, the program requires programs to adopt a policy for the recruitment and retention of a workforce that considers the diversity and needs of the students attending the program, and describes how it intends to best meet individual student needs through teacher placement.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	4
E-3	The program has written procedures in place for ensuring that all preKindergarten teaching staff are appropriately certified, or in the case of eligible agencies, have a bachelor's degree in early childhood education or a related field and will obtain certification within the applicable timeline, including but not limited to having a written plan in place.	<input checked="" type="checkbox"/> Teacher Certification Records <input type="checkbox"/> Teacher Study Plans <input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	4
E-4	The program uses valid and reliable measures of teacher-student interactions to increase the understanding of the impact of the various interactions that occur within classrooms and to identify and support the use of classroom practices and processes that have the most positive effects on children's learning.	<input type="checkbox"/> Observation Records <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	3
E-5	The program provides quality professional development to all staff and teachers based upon the instructional needs of students and integrated with Kindergarten - Third Grade curriculum.	<input type="checkbox"/> PD Meeting Agendas <input type="checkbox"/> Sign-In Sheets <input type="checkbox"/> Meeting Evaluations <input checked="" type="checkbox"/> Reviewer Observation <input type="checkbox"/> Other:	3

Comments: DREAM is fully enrolled at 18 students in each class.

Look for the Following Evidence of Quality	Implemented	In Process	Not Implemented	Comments
Classes are staffed to meet the appropriate ratios: At least 1 teacher and 1 paraprofessional for 18 children. At least 1 teacher and 2 paraprofessionals for 19 or 20 children.	Y			
The Program has on file copies of the required credentials for each staff member.	Y			
The program has written procedures to ensure that all staff are appropriately certified, including the tracking of the three year/five year plan for certification as used by teachers in a community agency.	NYCDOE			
Strategic hiring practices are evident with <i>intentional</i> teacher and paraprofessional <i>pairings</i> to meet the needs of students.	Y			
Program philosophy and staff recruitment strategies demonstrate commitment to diversity and having staff reflect its community.	Y			
Teaching staff have individual professional development plans that align with core competency areas as defined in The Core Body of Knowledge.	Y			
There is a system in place for tracking the professional development provided by the program and based on the needs of the children attending.	Y			
Professional development is integrated with the needs of Kindergarten through Third Grade.		I/P		
All employees have formal, written performance assessments at least annually.	Y			
The Principal/Director serves as a source of support for staff by facilitating ongoing opportunities for learning and development.	Y			
The Principal/Director observes each classroom to provide constructive feedback and follow-up in order to improve teacher competency, and to ensure best practices.	Y			
The Program makes use of the CLASS or another valid measure of teacher/child interactions.	Y			NYCDOE
Teachers and paraprofessionals meet regularly with an identified purpose such as curriculum planning, analyzing student data, sharing best practices, etc.	Y			

F: Physical Well-being and Health

Indicators of Compliance		Supporting Documents	Program Performance (0-4)
F-1	The program has a variety of daily opportunities for students to engage in physical activities that are developmentally appropriate, structured and unstructured, and moderate to vigorous (both inside and outside) throughout the day.	<input checked="" type="checkbox"/> Daily Schedule <input type="checkbox"/> Other:	4
F-2	The program provides appropriate meals and snacks to ensure that the nutritional needs of the children are met.	<input checked="" type="checkbox"/> Participant Guidelines <input type="checkbox"/> Other:	4
F-3	Meals and snacks are provided in an environment conducive to interaction between staff and children and at a time appropriate to meet the children's needs and provide sufficient time for eating and interaction.	<input checked="" type="checkbox"/> Daily Schedule to Include Meals and Snack <input type="checkbox"/> Other:	4

Comments:

Look for the Following Evidence of Quality	Implemented	In Process	Not Implemented	Comments
Daily schedule allows for a balance of active and quiet play.	Y			
Daily schedule allows for a balance of individual, whole, and small group activities.	Y			
Daily schedule allows for a balance of indoor/outdoor gross motor activities.	Y			
A weekly calendar of nutritious snacks and/or meals is provided and posted in the classroom.	Y			
Staff and children engage in extended, spontaneous conversations during snack/meal time.	Y			

G: Partnerships with Non-Profit, Community and Educational Institutions (including transitions in and out of program)

Indicators of Compliance		Supporting Documents	Program Performance (0-4)
G-1	The program has partnerships to support the non-academic needs of young children and their families, which may include: health and human service providers; cultural, educational, business and other community resources.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Family Engagement Team	4
G-2	The program has highly articulated transition strategies to ensure alignment between preKindergarten and kindergarten and successful transition to and collaboration with kindergarten programs.	<input type="checkbox"/> Meeting Agendas <input type="checkbox"/> Parent Sign-In Sheets <input checked="" type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Discussion with Administrator	4

Comments:

Look for the Following Evidence of Quality	Implemented	In Process	Not Implemented	Comments
The program has partnerships with local agencies and businesses that support children and their families. These partnerships are well documented.	Y			
The program supports children and families transitioning out of the preKindergarten program to other educational settings (kindergarten; another preKindergarten or preschool; support for parents into job training; support groups, etc.).	Y			
Effective transition strategies are in place to assist children and their families transitioning into the PreK program.	Y			
Orientation meetings are held to support transition in and out of the preKindergarten program.	Y			
Opportunities exist for all local providers of preKindergarten and preschool program to meet together to discuss getting ready for kindergarten and beyond.		I/P		

H: Program Oversight and Fiscal Management

Indicators of Compliance		Supporting Documents	Program Performance (0-4)
H-1	There is a plan to assess the effectiveness of the preKindergarten program and to correct any identified program deficiencies.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Teacher/Program Evaluations <input type="checkbox"/> Other:	4
H-2	When offering a full-day preKindergarten program, administrators must ensure that instruction occurs for a minimum of five hours per day, 180 days per year.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Eligibility Documentation <input type="checkbox"/> Other:	4
H-3	There is a plan to ensure that the measures of student outcomes will not be used to prohibit or discourage a child's enrollment in kindergarten.	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Eligibility Documentation <input checked="" type="checkbox"/> Other: Automatic seat	4
H-4	The program has a plan to monitor compliance with all fiscal and program requirements across all settings.	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Spending Reports/Invoices <input checked="" type="checkbox"/> Teacher/Program Evaluations <input type="checkbox"/> Other:	4
H-5	The program's spending reports are supported by detailed invoices and other financial and programmatic records.	<input type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Invoices <input checked="" type="checkbox"/> Fiscal/Program Records <input type="checkbox"/> Other:	4
H-6	A process is in place to review fiscal records regularly.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	4
H-7	A system is in place to safeguard against supplanting funds.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Other:	4
H-8	Management has established check and balance controls to mitigate fraud risks or to help to prevent, deter, and detect fraud.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Other: Network Finance Team	4
H-9	The program has a system in place to verify student eligibility.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Eligibility Documentation <input checked="" type="checkbox"/> Other: NYCDOE	4

Comments:

Look for the Following Evidence of Quality	Implemented	In Process	Not Implemented	Comments
The program goals are reviewed by directors, teachers, staff and families at least twice a year.	Y			
The program has written job descriptions for all positions.	Y			
Each employee is given an employee handbook when hired.	Y			
All employees have formal, written performance assessments annually.	Y			
Program philosophy and staff recruitment strategies demonstrate commitment to diversity	Y			

and having staff reflect its community.				
The program's spending reports are supported by detailed invoices and other financial and programmatic records.	Y			

I: Screening and Assessment

Indicators of Compliance		Supporting Documents	Program Performance (0-4)
I-1	The program has in place a child screening and assessment process that complies with applicable regulations, including procedures for collecting and protecting screening and assessment results and provisions for sharing results with families.	<input type="checkbox"/> Written Procedure/Policy <input checked="" type="checkbox"/> Assessment tools <input type="checkbox"/> Other:	4
I-2	The program has a process for assessing the developmental baseline and progress of all children participating in the program. At minimum, such process provides for assessment in the development of language, cognitive, and social skills.	<input checked="" type="checkbox"/> Written Procedure/Policy <input type="checkbox"/> Assessment data <input type="checkbox"/> Other:	4

Comments:

Look for the Following Evidence of Quality	Implemented	In Process	Not Implemented	Comments
The program uses a developmental screening tool that is valid and reliable.	Y			
The program documents the developmental progress of each child using an assessment tool(s) that is valid and reliable.	Y			
The program can document that screening and assessment results are used to inform instruction that addresses the needs of individual children.	Y			
The program can document that aggregated screening and assessment results are used to inform program practice.	Y			
Staff receives professional development in effective use of screening and assessment data.		I/P		

Summary of Visit

A. Facility Quality

The facility is in good standing. The New York City Department of Education (“NYCDOE”) regularly monitors the program and the New York City Department of Health and Mental Hygiene (“DOHMH”) inspects the facility. The facility is well-maintained with bathrooms easily accessible to the students. Teachers clearly define the learning centers throughout the classroom. There is opportunity for both quiet and active learning throughout the day. It is clear that the program is conveying values of acceptance based on the resources provided in each classroom.

B. Curriculum

The curriculum, Every Child Ready developed by AppleTree Institute, is age appropriate and is weaved throughout the entire activity schedule. The program strictly adheres to the curriculum with full fidelity because of the newer teaching staff, but over time the pre-Kindergarten administrator desires to make the curriculum more flexible to meet the needs of teachers and students. The curriculum provides opportunities for teachers to implement for whole group, small group, and individualized instruction. The curriculum is relevant to children’s personal experiences. Teachers frequently ask students questions that are tailored and targeted based on the child’s personal experience. Teachers and staff have ample opportunity each week for planning time and professional development including meeting regularly on Fridays, which is a shorter school day for students. School leaders are working on enhancing learning between pre-Kindergarten teachers and teachers in Kindergarten – 3rd grade through shared professional development and frequent communication. The curriculum is Common Core aligned and utilizes the Pre-Kindergarten Foundation for the Common Core and Core Body of Knowledge as well.

C. Learning Environment, Materials, and Supplies

Teachers at DREAM arrange classrooms in clearly defined, well-equipped learning centers. The daily schedule has a good balance of intentionally-planned play, indoor and outdoor activities, and individual and small group activities. Learning center materials reflect a diverse and inclusive environment. Teachers display student work around the room and post the daily schedule with pictures at student eye-level.

The lead teachers and assistant teachers engage the students well. They use multiple strategies to engage the students in learning activities, consistently promote higher-order thinking, and encourage student persistence through scaffolding. Across classrooms, teaching assistants’ high level of enthusiasm match that of the lead teachers evoking sustained engagement throughout the duration of the lesson.

The classrooms display and utilize an effective center management system. The learning centers are well supplied and organized. The centers in that classroom are generally of exemplary level. A few recommendations include:

- Further defining the cozy, quiet area where children can go when they need some time to “take a deep breath” or read independently. This was well executed in one classroom, the team observed that a child went into the cozy area to decompress and then had a friend come to check on him and invite him to play.
- Examining the difference in resources between the two classrooms to ensure uniformity in the quality of centers children access.
- Ensuring that the science centers are well-resourced and well-utilized. It is clear that certain materials were available in the science center, but the use of them was not observed. The science and discovery center should provide opportunities for children to observe, gather, and explore objects, and even conduct experiments.

D. Family Engagement and Support

Partially due to the necessity of meeting NYCDOE requirements, but also supplemented by program staff, family engagement is weaved throughout the pre-Kindergarten program. Families provide feedback through a NYCDOE survey, but also on a more informal basis.

Families are made aware of child progress on a regular basis. More formally, parents receive information from the Work Sampling System during regularly scheduled family conferences.

E. Staffing Patterns, Teacher Education and Experience

As evidenced by written policy for DREAM Charter School as a whole, the school is committed to growing a diverse workforce. Beyond racial and ethnic diversity, there is also a male staff person in each classroom, which is certainly an asset to the program as there is a known shortage of male early childhood teachers. Teachers are appropriately credentialed and certified, and school administration keeps records of such information. Teaching staff have individual professional development plans. The program utilizes the CLASS assessment that the NYCDOE conducts.

Of particular note is the strong leadership of the pre-Kindergarten program administrator. The administrator consistently completes professional development to ensure continuous growth for both the program and her role within it. She has both short-term and long-term goals for the program and staff. Her prior experience and future-oriented thinking is likely to benefit not only the pre-Kindergarten program, but the elementary grades as well.

F. Physical Well-Being and Health

The program has a variety of daily opportunities for students to engage in physical activities that are developmentally appropriate including yoga and dance. The program serves meals and snacks daily and provides time for quality interaction. Weather permitting, the children play outside every day.

G. Partnerships with Non-Profit, Community and Educational Institutions

The program has partnerships and programs to support the non-academic needs of children and their families. The school meets the needs of the families in their community through the family engagement team that serves DREAM Charter School.

A major strength of the program is a transition strategy from pre-Kindergarten to Kindergarten. As noted earlier, the pre-Kindergarten administrator, who has prior experience teaching in elementary grades, has a goal of integrating pre-Kindergarten into a pre-Kindergarten -- 3rd grade spectrum. Parents and families are well-informed about expectations for the incoming Kindergarten and the school provides them with relevant resources and materials. Children have opportunities to visit Kindergarten classrooms and learn about expectations as well.

H. Program Oversight and Fiscal Management

Due to its partnership with the NYCDOE, the program has regular fiscal monitoring supports. Children enrolled in the pre-Kindergarten program have guaranteed seats in Kindergarten.

I. Screening and Assessment

The program uses one of the NYCDOE-approved developmental screening tools, the Early Screening Inventory – Revised (“ESI-R”). They also use a valid and reliable authentic assessment tool, the Work Sampling System, to monitor the developmental progress of each child.

Summary:

The children attending are well-served by highly qualified teaching staff and high-quality leadership and administration, in classrooms designed to promote play, choice, and higher-order thinking. Classroom centers are well designed, with just a few recommendations noted earlier in the report. The curriculum is well-regarded and implemented with fidelity. The program uses the Work Sampling System to monitor student progress, and the staff has received professional development on how to use the tool. The well-being of pre-Kindergarten students and their families is a priority to the school. The school places a priority around the transition to Kindergarten, and is creating a pre-Kindergarten -- 3rd grade spectrum. NYCDOE provides tailored and targeted support to the pre-Kindergarten program based on the CLASS and ECERS evaluations that take place approximately every two years. The facility and program are in good standing and the staff and classroom are of high quality.