District/Charter \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator/Coordinator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Administrator/Coordinator email \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Assessment
2. Complete the ECOT data chart below: Access the ECOT District Summary Report. Insert the percentage of children scoring at "Accomplished for 4s" and abovefor each essential indicator. Use the district level scores. Indicate in the “notes” column the strategies you will implement to ensure at least 85% of children score at “Accomplished for 4s” on the EOY assessment.

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| **ECOT Domain/Indicator** | **Fall****(BOY)** | **Winter (MOY)** | **% of Growth** | **Notes** |
| Literacy: EI 7.4a Rhyme |  |  |  |  |
| Literacy: EI 7.4b Phonological Awareness |  |  |  |  |
| Literacy: EI 7.5a Letter Naming |  |  |  |  |
| Literacy: EI 7.5b Letter-Sound Correspondence |  |  |  |  |
| Mathematics: 9.1 One-to-One Correspondence |  |  |  |  |
| Mathematics: 9.3b Numerals |  |  |  |  |
| Mathematics: 12.1 Sorting |  |  |  |  |
| Science: 14.3 Predictions |   |   |   |   |
| Self, Family, and Community: Self-Control |   |   |   |   |
| Self, Family, and Community: Social Problem Solving |   |   |   |   |

1. After analyzing your district’s beginning-of-year (BOY) to middle-of-the-year (MOY) Early Childhood Observation Tool (ECOT) data, please list professional development needs.

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1. Effective Early Literacy Instruction:

Describe how your literacy system model follows the Essential Elements of Instruction and Intervention outlined in [The New Mexico Statewide Literacy Framework](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/NM_Literacy_Framework.pdf)(pp. 26–41). How do you ensure that all elements of early literacy instruction occur daily (listed on page 29)? What evidence-based curriculum do teachers use?

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1. Language and Culture:

Describe how your program classroom environments and materials reflect the culture, language, the children, families, and communities served.  Describe your culturally and linguistically responsive approach to children and families. Discuss ways the program administration makes every effort to recruit staff who reflect the cultures and languages of families served.

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1. Effective Early Social and Emotional Instruction:

Describe how teachers, who have participated in Pyramid training, have improved classroom environments and interactions. How will administration support the completion of the online training for new staff and implementation of improvements? Do you plan to implement an ePyramid cohort to train/refresh PreK and kindergarten staff?

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1. Social Emotional Development:
	1. Describe how teachers use daily routines and schedules to maximize learning in their classrooms. Please provide examples of daily schedules and strategies used by your teachers.
	2. Discuss district/charter plans for training and strategies to address challenging behaviors in the classroom.
2. Verification:

**Discuss your district/school’s progress with implementing the** [**FOCUS Essential Elements of Quality**](https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/FOCUS-Criteria-June-2019.pdf) **and your progress in achieving a 5 STAR rating in your classrooms.  What criteria remain to be achieved? Provide a specific plan detailing which teachers are ready for a verification visit in spring 2021. If you have teachers who have been part of a FOCUS program for two year and are not ready for a verification visit, please name them and discuss their progress toward being verification ready by Fall 21.**

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