1) CPP Quality Walk-Throughs

I received classroom walkthrough ratings from 4 of our council members before we left for spring break. If you had the opportunity to visit one of our early childhood classrooms and used the CPP Quality Walkthrough form please scan, or take pictures of the forms, and email them to me so I can add them to the data below. Due to Covid-19 school closures we are not required to complete any additional quality walkthroughs. I appreciate the time and effort you put into these classroom visits and if you did not get to complete one this year we will hopefully be doing them again next school year!

The Preschool and Kindergarten Quality Walkthrough for Classrooms Serving CPP/ECARE Funded Children measures 7 areas listed below. The scale for marking these areas starts at 1 (low) and goes up to a 5 (high). The averages below are from the 5 completed walk through forms that I received from council members.

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Social-Emotional Climate</th>
<th>Physical Environment</th>
<th>Language Modeling</th>
<th>Learning Environment</th>
<th>Teacher/Child Ratio</th>
<th>Instructional Approach</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>QWT Classroom 1</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>QWT Classroom 2</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>QWT Classroom 3</td>
<td>5</td>
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<td>5</td>
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<tr>
<td>QWT Classroom 4</td>
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<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>QWT Classroom 5</td>
<td>5</td>
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<td>4</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>AVERAGE</td>
<td>4.8</td>
<td>4.6</td>
<td>4.6</td>
<td>4.8</td>
<td>5</td>
<td>4.6</td>
<td>4.4</td>
</tr>
</tbody>
</table>

Wow! Look at all of those high scores. The council members that were able to complete, and submit, the CPP Quality Walkthrough forms listed these comments in the observation sections:
“Utilized great transition techniques that kept children on task and actively listening.”
“Great classroom, so much interaction, children engaged and regulated, enjoy the activities, children were emotionally regulated, happy and content.”
“Absolutely impressed, so much positive praise and choices with very little commands. Trauma informed practices are in use.”
“Teachers are kind, helpful and affectionate. Responsive to student needs.”
“Children know what to do and follow routines.”

These quality walkthrough ratings help our program coordinators determine professional development needs and training. We will continue developing quality improvement measures to support our teachers and students during these new times of remote learning implementation.

2) GOLD Assessments and Marking Period

Per CDE directives: “CDE is suspending spring Preschool Results Matter assessment requirements for state reporting purposes. If in-person instruction resumes this spring, teachers should exercise their judgment on the feasibility of giving the spring assessments to provide information to parents and to inform their instructional planning.”

What does that mean for our classrooms knowing the Thompson School District has closed all in-person classroom instruction for the remainder of the 2019-2020 school year?

If teachers gather information from parents or make observations during phone calls or virtual meetings with students they can still enter that information into the Teaching Strategies GOLD online assessment program. However, they will not be expected to mark and finalize these children for the final spring marking period.

Teachers will report student growth using the Fall and Winter marking periods. They will continue to provide parents/guardians with progress checks and updates during these last 6 weeks of learning.

3) Remote Learning for our Students

The Early Childhood Program expectations for remote learning include teachers providing 3 literacy lessons, 3 math lessons, social emotional teaching and 1 virtual group meeting each week. Teachers are using a variety of online platforms, such as Google Classroom and Google Sites, for providing these planned activities and post a variety of materials for parents/guardians to access. Teachers are connecting with
preschool families once a week to maintain relationships and check-in regarding remote learning and support that families may need.

Reinforcement of previously taught skills has been the main focus and priority for the first two weeks of remote learning. Starting on April 21st, early childhood teachers will start teaching new content using the Creative Curriculum which was implemented in most early childhood classrooms last winter.

As of March 25, 2020, the Colorado Department of Education has waived the minimum number of school days and teacher-pupil instruction hours. This means we will not need to make up instruction hours missed during the Covid-19 school closures.

4) 2020 CPP Report and Reappplication

The 2020 CPP Annual Report and Reappplication is due on May 15th. At this time CDE is not extending the due date for this document, but they will work with school districts as needed if an extension is necessary. If we feel we need additional time to complete the report I will work with Lamb Caro, program administrator, and Rebecca Browning-Floyd, our regional preschool specialist, to make this happen. However, at this time I anticipate we will be ready for successful submission on, or before, May 15th.

Regarding the required signatures on the report, CDE has stated that the email submission of our completed report will serve in place of wet signatures and will offer standard email language to accompany the report, in order to certify assurances and familiarity of the report from all required signatories.

CDE staff will not formally score the report this year, but will still review them carefully and provide feedback on submitted answers.

Any additional announcements, changes, and decisions made on behalf of CDE regarding the annual report and reapplication will be communicated by April 15th.

5) 2020-2021 Student Screening and Enrollment

This time of year our intake specialist, Lindena, is usually busy meeting with young children and families as she starts screening students for enrollment in our program for the following school year. However, due to the school closures, this process has been
put on hold until we determine what that will now look like. We are investigating ways to virtually screen families using online, fillable forms and screening tools. I will provide additional information at our May meeting so you are aware of how we will be filling our CPP preschool slots for 2020-2021 school year.