Early Education Program
Continuous Quality Improvement Plan
PLAN - DO - STUDY – ACT
August 2026 to May 2027

Leadership/ Administrative/ Advisory Team Members. ***Attendance of individuals involved in planning, monitoring, and advising***

Name	Role	Mtg Date	Mtg Date	Mtg Date	Mtg Date
Heather Conn	Rae C. Stedman Elementary Principal	9/1/26	9/10/26	9/28/26	
Robyn Taylor	PSD Superintendent	9/1/26	9/10/26	9/28/26	
Kerri Curtiss	PSD District Literacy Coach				
Kerri Curtiss Cont…	Cont…				
Rosal Concepcion	Rae C. Stedman Preschool Teacher	9/28/26			
Cyndy Fry	PSD Special Education Director	9/1/26			
Cyndy Fry Cont…	Cont…				
Supanika	DEED: Education Specialist II, Early Learning		9/10/26		
? Cont…	Cont…				
Tlingit and Haida Central Council	Head Start Liaison Team	9/28/26			

Tools and/or data to inform development of CQIP	Discussion Notes:

June 2026 thoughts (Robyn Taylor and Heather Conn)	
9/1/26 Discussion: We discussed our goals and timeline for being ready to be fully funded under the EEP ADM. **9/10/26 Discussion:** We discussed our goals and the steps we will need to take to be fully funded. **9/28/26 Discussion:** **Attendance:** Claire Fordyce, Mischa Jackson, Rosal Concepcion, Kayla Tripp, Robyn Taylor, and Heather Conn **Rosal:** Has a student she visits with on Friday's. Has another student that she is observing and preparing for an evaluation. Parents are not seeing a different behavior than peers, but teachers are seeing aggression towards staff and students. He is being observed of being given constant reminders. He becomes upset with reminders. At home he is being put in a time out facing the wall then reentering or increase in behavior. **Claire:** Aggression is defined as actions for behaviors observed. A consultant is available for HDST in Petersburg through PMC. **Kayla:** She is excited to see the same team this year as last year. There are more girls and they are fully enrolled with a waitlist. Two on the waitlist. Currently, 8 girls and 12 boys. Enrollment will fluctuate, and this year they were able to increase based on other communities' enrollments.	• We want to move towards a fully funded predictable preschool program, in order to do so we want to meet the criteria this coming year. • We want to meet a 100% score on learning environment, developmental screening, assessment, and family engagement. • Thoughts in regard to reviewing curricula? •

Heather: 11 enrolled in the Eaglet Preschool with 1 girl and 10 boys. We currently have two applications on the waitlist. We are holding on enrollment due to the increase we are seeing in nonverbal referrals. **Mischa:** Para-educators open positions. Possibly in Petersburg due to wages and cost of living, but in Juneau and other places possibly wages, but also district policies. **Celebrations:** Mischa is intrigued with our para support. **MOA:** Projected enrollment 23 for 26/27 14 for 27/28 **Next Meeting:** January 25th @2:00pm	

EEP Standard: Learning Environment			
Goal: By May 2027, Stedman Elementary will strengthen documentation of preschool learning environment practices by aligning lesson plans, classroom procedures, and program documentation with DEED Learning Environment standards to demonstrate consistent implementation of developmentally appropriate, responsive, and inclusive practices.	**Baseline Data:** In the 24/25 school year we had a score of 77%. We did not review this in the 25/26 school year.		
Strategies/ Activities	**Not Met**	**In Progress**	**Met**
• Develop documentation that demonstrates how teachers implement nurturing, responsive interactions and classroom practices that foster trust, emotional security, and positive relationships with children.			
• Revise lesson plan templates to document developmentally appropriate schedules that include indoor and outdoor learning, opportunities for choice, play, exploration, sensory and motor experiences, teacher-directed and child-initiated activities, and a balance of individual, small-group, and whole-group instruction.			
• Update lesson planning documentation to clearly identify daily opportunities for oral language, phonological awareness, and print knowledge instruction throughout classroom routines and learning experiences.			
• Maintain documentation demonstrating compliance with DEED requirements for class size, staffing ratios, and minimum instructional hours.			
• Document how classroom environments, materials, and equipment support children's development, are accessible to children with disabilities, and are regularly updated to reflect children's interests and learning needs.			
• Document how snack and mealtimes, daily routines, and transitions are intentionally used to promote communication, social-emotional development, and learning opportunities.			
• Document how intentional movement and physical activity are integrated into daily instruction and routines and ensure written procedures prohibit the use of physical activity as a reward or punishment.			

Resources: 26-27 Preschool Daily Schedule	**Barriers:**

The following notes may include start/due dates, people responsible, resources required, links to related documents, etc.

Evidence	**Obtain Input** By Chris Jurenka	**Incorporate Feedback and Approve** By PSD School Board	**Implement**
Plan of Service for Dual Learners			
Dual Language Survey			

Reflect: *How are we doing? What is working? What is not? What will we do next?*	**Data:** *How do we know? Consider process, outcomes, unintended consequences*		**ACT:** ▢ **Adopt** ▢ **Adapt** ▢ **Abandon**

EEP Standard: Developmental Screening			
Goal: By May 2027, Stedman Elementary will strengthen family engagement in the developmental screening process by revising screening procedures and family communication materials to ensure that we score 81 points out of 81 equating to 100% proficiency.	**Baseline Data:** We have scored 69 out of the 81 points based on DEED's 25/26 review.		
Strategies/ Activities	**Not Met**	**In Progress**	**Met**
● Revise all developmental screening communication materials to clearly state that screening results are not used to exclude children from participation but may indicate the need for a referral for special education or other appropriate developmental services, ensuring families are informed prior to screening. ● DEED Feedback 7/20/26: The disclaimer at the bottom of the screener media post doc, the Stedman El Screener doc, and the screening section of the handbook clearly states that screening results are not used to exclude children. It does not clearly state that screening results may indicate that a referral for special education is appropriate. This should be added so parents aren't surprised.			8/8/26
● Develop and implement a standardized developmental screening consent/non-consent form and procedure, ensuring families receive the form during the initial family visit and that signed documentation is maintained in each student's screening file prior to screening. ● DEED Feedback 7/20/26: There is clear documentation that results will be discussed with parents. I didn't see documentation that parents will be asked to sign consent or non-consent. If the district doesn't want to add the consent form to family facing documentation, i.e. the parent handbook, it could be added to the EEP Info folder for access only by staff. Then staff can share the consent form during the first Family visit.			9/1/26
● Revise family-facing materials and screening procedures to describe accommodations for multilingual learners, including the availability and use of interpreters during developmental screening and follow-up discussions, ensuring equitable access for all families. ○ DEED Feedback 7/20/26: Dual language services are briefly described on p12 of the Handbook, thus a score of 2 is given. For			8/8/26

EEP Standard: Developmental Screening			
full credit, screening accommodations, including use of an interpreter, will need to be described.			
● Revise the ASQ Referral Flowchart to include clearly defined referral criteria and expanded referral pathways to special education, medical, behavioral health, and community services, ensuring families receive timely and appropriate follow-up based on screening results. ○ DEED Feedback 7/20/26: Suggestions to consider: 1) why limit medical/community referrals to vision and hearing? there could be other issues. 2) It's not clear what criteria will start the referral process. Examples of criteria include "2 or more at risk findings" and "concern but no at risk finds."			8/28/26

Resources:	**Barriers:**
Screening Informational Flyer Screener Social Media Posts Parent Handbook 26/27 PSD Calendar ASQ FlowChart ASQ Consent Form Parent/Teacher Conference Agenda (September)	

The following notes may include start/due dates, people responsible, resources required, links to related documents, etc.

Draft Policy/Procedures	Obtain Input	3.Incorporate Feedback and Approve	4. Implement
Screening Informational Flyer	9/1/26	10/20/26	8/17/26
Screener Social Media Posts	9/1/26	10/20/26	8/17/26
Parent Handbook	9/1/26	10/20/26	8/17/26

EEP Standard: Developmental Screening			
26/27 PSD Calendar	9/1/26	10/20/26	8/17/26
ASQ FlowChart	9/1/26	10/20/26	8/17/26
ASQ Consent Form	9/1/26	10/20/26	8/27/26
Parent/Teacher Conference Agenda (September)	9/1/26	10/20/26	9/24/26

Reflect: *How are we doing? What is working? What is not? What will we do next?*	**Data:** *How do we know? Consider process, outcomes, unintended consequences*	**ACT:** ▢ **Adopt** ▢ **Adapt** ▢ **Abandon**

EEP Standard V : Assessment	
Goal: By May 2027, Stedman Elementary will strengthen its assessment system by implementing a formal process for aggregating and analyzing assessment data at least twice annually and revising assessment procedures to clearly describe accommodations for multilingual learners, including interpreter services. Success will be measured by documented data review meetings, updated family and staff procedures, and evidence that assessment	**Baseline Data:** We have scored 48 out of the 54 points based on DEED's 25/26 review.

results are used to guide instructional planning and support equitable assessment practices for all students and to ensure that we score 54 points out of 54 equating to 100% proficiency.			
Strategies/ Activities	**Not Met**	**In Progress**	**Met**
• Create on paper the schedule for biannual assessment data review meetings to aggregate and analyze student assessment results, including subgroup data, and use findings to guide instructional planning and program improvement. • DEED Feedback 7/20/26: General description of assessment p4 of the handbook describes how assessment data guides classroom instruction. No documentation of aggregating and analyzing assessment data- are there PLC's, data review days, or other systems for this?			6/5/26
• Revise assessment procedures and family-facing materials to describe accommodations for multilingual learners, including the use of interpreters and assessment practices that reflect the child's home language and English language development. • DEED Feedback 7/20/26: Dual language services are briefly described on p12 of the Handbook, thus a score of 2 is given. For full credit, assessment accommodations, including use of an interpreter, will need to be described.			8/8/26

Resources: Assessment Informational Flyer Assessment Social Media Posts Parent Handbook 26/27 PSD Calendar Stedman Staff Information 26-27 (PLC Tab)	**Barriers:**

The following notes may include start/due dates, people responsible, resources required, links to related documents, etc.

Draft Policy/Procedures	**Obtain Input**	**3.Incorporate Feedback and Approve**	**5. Implement**

Assessment Informational Flyer	9/1/26	10/20/26	8/17/26
Assessment Social Media Posts	9/1/26	10/20/26	8/17/26
Parent Handbook	9/1/26	10/20/26	8/17/26
26/27 PSD Calendar	9/1/26	10/20/26	8/17/26
Stedman Staff Information 26-27 (PLC Tab)	9/1/26	10/20/26	8/17/26

Reflect: *How are we doing? What is working? What is not? What will we do next?*	**Data:** *How do we know? Consider process, outcomes, unintended consequences*	**ACT:** ▢ **Adopt** ▢ **Adapt** ▢ **Abandon**

EEP Standard V : Family Engagement	
Goal: By May 2027, Stedman Elementary will strengthen family engagement by documenting preschool-specific culturally responsive family engagement practices and updating family-facing materials to clearly describe supports for dual language learners, including interpreter services, to ensure that we score 54 points out of 54 equating to 100% proficiency.	**Baseline Data:** We have scored 45 out of the 54 points based on DEED's 25/26 review.

Strategies/ Activities	Not Met	In Progress	Met
• Develop and implement preschool-specific procedures that document how family culture, values, strengths, and heritage language are gathered and incorporated into classroom instruction, family engagement activities, and learning experiences. • DEED Feedback 7/20/26: There is no documentation specific to preschool implementation of this component, but there is documentation of the district's intent. For example: message from the principal in the handbook includes a framework aligned to local indigenous values; survey results shown in column F of Perceptions of Stedman are very favorable; description of creative curriculum in EEP Info folder mentions that each child's strengths and culture are valued.			
• Revise family-facing materials and preschool procedures to describe evidence-based supports for dual language learners, including culturally and linguistically appropriate materials, interpreter services, and ongoing communication with families in their preferred language whenever possible. • DEED Feedback 7/20/26: Dual language services are briefly described on p12 of the Handbook.			

Resources:	Barriers:
Federal Grants Folder Flyers App Communication Pictures Sign-in Sheets DLL Survey Perceptions of Stedman Survey Parent Handbook Title I Schoolwide Plan Family Engagement Plan	

26/27 PSD Calendar Morning Announcements Preschool Family Social Event Flyer Preschool Family Social Event Agenda 26/27 Family Visit Schedule	

The following notes may include start/due dates, people responsible, resources required, links to related documents, etc.

Draft Policy/Procedures	Obtain Input	3.Incorporate Feedback and Approve	6. Implement

Reflect: *How are we doing? What is working? What is not? What will we do next?*	**Data:** *How do we know? Consider process, outcomes, unintended consequences*	**ACT:** ▢ **Adopt** ▢ **Adapt** ▢ **Abandon**

