

Children's Preschool and Enrichment Center  
In-Service and Program Self-Evaluation  
April 28, 2017

Program Self-Evaluation:

Questionnaires were distributed and gathered back from staff members (4 out of 4), parents (12 out of 31) and children (11 out of 31).

During the discussion at the annual program self-evaluation, the following areas were reviewed for current status, evaluation of how well things were going, and brainstorming ideas for making changes where it seemed indicated by the feedback received from the various parties.

Mission Statement and Values:

- \* CPEC continues to uphold these
- \* We need to do more work around differing cultures and languages within our school population.

Policies:

- \* Handwashing policy compliance for all folks entering the program still proves challenging.
- \* The nutrition policy is clear and families are provided with supporting resources and information; for safety, compliance with the policy must be enforced from the beginning rather than accepting multiple chances for non-compliance.
- \* Privacy/confidentiality is still critical even when it seems innocent to just say, oh she's at the doctor, etc.. This includes photos taken by parents of children not their own.
- \* When children are absent but we have not received notification of this, we will call to see what the reason is for the absence.

Curriculum:

- \* The core teachers will work more closely together in planning curriculum so that there is more flow and unity between interest areas.
- \* There will be work done so that the TSG assessments points are more naturally observed within the curriculum and activities.
- \* Curriculum plans must be more consistently fleshed out and available for substitutes to refer to should that be required.
- \* The following curriculum areas need to be presented in a deeper and richer way: social studies, cultures, artists and authors.

- Daily Schedule:
- \* To increase the amount of outside time in the schedule, on days when the weather allow, the teachers can opt to be outside at drop-off time.
  - \* Transitions work best if everyone is ready for them in a timely manner. If that is impossible for some reason, communication of such is needed, and the earlier the better.
  - \* Early and direct communication throughout the day is best.

- Documentation and Forms:
- \* Develop a TSG documentation form to help everyone to use to track what has or has not been documented.
  - \* How to diplomatically utilize the required Daily Health Check form so parents are not threatened by its use.

- Home/School Relationships:
- \* Each core teacher will work with the core group parents to ensure that they are receiving the type of information they want and with the frequency that meets their need.
  - \* Providing enough multiple ways of providing information so that parents feel informed about the happenings in the school.
  - \* Expand the All-School Information Night in September with particular information and demonstrations, plus have break-out groups for the core group teachers and family members after the full meeting.
  - \* Offer an informal parent and staff meeting sometime later in the year to revisit issues and address concerns.
  - \* The idea of home visits during the summer was suggested, and will be given further thought.
  - \* All staff will continue to work on communicating with parents in a warm, respectful, and helpful manner.

- Physical Environment:
- \* The playground needs some renovation. The fence latticework is starting to fall apart in place and other things have been damaged and need repair. The grass is seeming to no longer be an option due to the pine trees making it nearly impossible to get grass growing. Inside the riding path will be re-worked for something that provides more choices for the children.
  - \* In addition to the CPEC art gallery at the end of the hall, there will be one established at the entrance.
  - \* The dramatic play space in Blue Sky can be used for more than just the constant kitchen play set-up. Staff will work together to put other options out for longer times for the children to explore.

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**GOALS**

- Increase the overall cultural awareness regarding families within our school population, and use that to inform our relationships, our curriculum and our sensitivity to their needs and challenges.
- Enhance staff-family communication by asking families directly about what they are wanting for information, frequency, and depth of communication. Then strive to meet those wants in a variety of ways over the time of a child's enrollment.
- Be clear and consistent in requiring compliance with CPEC policies and licensing regulations across all families and in all circumstances. Assist families in understanding the necessity and value of compliance.
- Expand the required All-School Meeting in September to include more specific information and demonstrations, as well as a core group breakout opportunity.
- Consider offering home visits ahead of or early into the school year for those who would feel comfortable.
- Offer fire safety and car seat safety trainings for families at CPEC.
- Re-work the interest area curriculum so that it is more cohesive and connected across the interest areas to provide connection and flow for the children.
- As the weather allows, have drop-off take place on the playground to provide another opportunity for outside time.