Quality Improvement Plans

Virginia Quality has developed an online Quality Improvement Plan (QIP) form to support early learning program leaders in developing a plan for advancing along Virginia's quality level rating and improvement system.   The QIP should be a program's template for developing a strategic plan and for outlining the vision of the program's future and can be shared with board members, investors, and parents.

Programs should consider the number of goals that their program will address over the next year to help them improve the quality of their program and achieve a higher quality level rating. While programs are encouraged to implement a plan that will improve program quality and outcomes for children, they should also carefully consider which goals can be reasonably accomplished over the next year when determining how many goals to include on their QIP.

Identifying QIP goals

The QIP is a living document and can be amended and revised at any time; however, it is important to begin the QIP process by developing thoughtful goals that fit with the program's philosophy and priorities as well as address the criteria and requirements related to the Virginia Quality Levels.
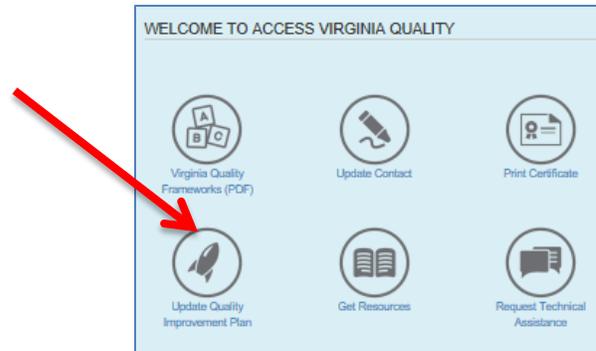
To identify goals & measure progress related to VA Quality Standards, programs should use at least one of the following items *(see end of this document for additional information and sample goals for each quality level)* :

- ☐ Quality Level Frameworks (available at https://virginiaquality.com/professionals)
    - o VA Quality Standards
    - o Criteria needed to meet each quality level
    - o Required Improvement activities that need to be completed for each level
- ☐ Virginia's Competencies for Early Childhood Professionals
- ☐ Areas identified as needs related to achieving or maintaining Level 3/Fast Track status, in alignment with VA Quality Standards.
- ☐ Areas identified for improvement from a Curriculum Checklist and/or Validation Visit in alignment with Virginia's Milestones of Child Development and Developmentally Appropriate Practices
- ☐ Areas identified for improvement from an ERS and/or CLASS Self Study
- ☐ Areas identified for improvement from an on-site ERS/CLASS observation summary report

Programs should identify and enter their own goal/s initially. Once a goal/s is entered, a Coordinator and/or TA Specialist can assist with goal revision, monitoring and progress reporting if needed.

Entering a QIP goal online

Within 30 days of being awarded a quality level, programs should enter at least one goal on their QIP, or submit an application for the next quality level. To enter a goal, programs will need to log on to their Virginia Quality online account and then click on the '**Update Quality Improvement Plan**' icon (*see screen shot below*).

This will open the following screen :

The top Professional Development Training section is for listing completed modules or QIP related trainings (if applicable).

The middle QIP goals section is for entering goals, action plans and updating progress.

The bottom Documents section is for saving resources or documentation related to QIP goals. (if applicable)

Parts of a QIP goal

Programs will add goals to the mid-section of the online QIP form, by clicking on "*Add New Goal*". For each goal, the program will then need to enter the following information.

➢ **Goal** – Describes what the program is aiming to do to improve the quality of their program.
➢ **Focus** – Describes which VA Quality Standard the goal is primarily addressing. The goal must align with one of the four VA Quality Standards.
➢ **Strategy** – Provides a summary of the action plan/steps for how the goal will be achieved.
➢ **Staff** – Describes the primary staff responsible for the goal.
➢ **Start Date & End Date** – The timeline for goal achievement.
➢ **Measurement (Evaluation)** – Describes the method or tool/s that will be used to monitor progress and evaluate goal attainment.
➢ **Resources** (*optional*) – Describes additional materials or support needed by the program to help them achieve the goal.
➢ **Progress** – Provides a report on the progress a program has made towards achieving each goal.

Examples : Completed QIP Goals

Level 1 Program Example

QIP Goals

Goal	Focus	Strategy	Staff	Start Date	End Date	Measurement	Resources	Progress
Director will complete the 9 VA Quality modules	Education & Qualifications	Set up online account and view a module each month.	Director	11/15/2016	10/31/2017	Module completion certificates	n/a	March 2017 - 4 modules have been completed. June 2017 - 7 modules have been completed

Level 4/5 Program Example

QIP Goals

Goal	Focus	Strategy	Staff	Start Date	End Date	Measurement	Resources	Progress
Teachers will frequently engage children in activities that promote concept development.	Interactions	Staff will receive training and coaching in Concept Development.	Lead Teachers	01/09/2017	12/22/2017	PreK CLASS	Online videos of Concept Development	March 2017 - all lead teachers have completed Concept Development training and watched videos. May 2017 - Both teachers have been observed twice for CD and given feedback.

Progress on QIP goals should be monitored quarterly (every 3 months) and goals should be updated at least once a year. Each time progress is updated, the date should also be noted on the QIP in the progress section (*see examples above*).

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SAMPLE Goals for Each Quality Level

The following are samples of *possible* goals that can be used to guide quality improvement efforts, along with additional information to assist with identifying and measuring goals for each quality level :

Level 1 Programs	
Sample Goals	**VA Quality Standard Focus Area**
Family Provider will complete the 9 VA Quality modules.	Education & Qualifications
Family Provider will attend CDA Orientation training.	Education & Qualifications
Director will attend Early Childhood Information session at local community college	Education & Qualifications
50% of Lead Teachers will have at least 12 child related credits or a CDA.	Education & Qualifications
All PreK Teaching staff will complete K-Transition training and view the K-Transition module.	Education & Qualifications
For additional goal suggestions related to VA Quality Standards, please refer to the VA Competencies for Early Childhood Professionals (http://egov.virginia.gov/DSS/earlychildhood/documents/Competencies.pdf)	

Level 2 Programs	
Sample Goals	**VA Quality Standard Focus Area**
Program Director will complete Curriculum Checklist	Curriculum & Assessment
Director will observe classrooms monthly, for evidence of Developmentally Appropriate practices	Curriculum & Assessment
Lead Teachers will complete annual refresher training on ABC Curriculum.	Curriculum & Assessment
Family Provider will share information with parents about children's progress on each domain of child development at least twice a year.	Curriculum & Assessment
Family Provider will include age-appropriate activities that support the Milestones of child development in lesson plans.	Curriculum & Assessment
Information about the Milestones of Child Development will be shared in parent newsletters, along with age-appropriate activities for that parents can do at home with their children	Curriculum & Assessment
Lead Teachers will complete training on levels 1 (Building relationships) and 2 (Creating Supportive Environments) of the CSEFEL pyramid.	Curriculum & Assessment
Family Provider will complete the 123 READ training and incorporate early literacy strategies into daily lesson plans.	Curriculum & Assessment
Program Director will complete ERS Self Study	Environment
PreK staff will receive an overview training on ECERS & Infant/Toddler Staff will receive an overview training on ITERS	Environment
Program Director will complete CLASS Self Study	Interactions
PreK staff & Director will receive an overview training on PreK CLASS & Infant/Toddler Staff & Director will receive an overview training on Infant & Toddler CLASS	Interactions
Level 2 Programs can use resources from VA Quality modules, along with sections of the Curriculum Checklist and Self-Studies to help identify and measure quality improvement goals.	

Level 3 Programs	
Sample Goals	**VA Quality Standard Focus Area**
PreK Teachers will receive PALS PreK Training and will begin using the literacy screening 3 times per year to inform parents of children's progress and to help guide instruction.	Curriculum & Assessment
Program will receive training on the ASQ-3 and begin using the screening tool with parents of infants & toddlers.	Curriculum & Assessment
The Program will receive training on Project Based Instruction to facilitate concept learning and skills development in an integrated and natural way.	Curriculum & Assessment
Classrooms will have a variety of nature and science materials accessible to the children.	Environment
Materials in activity centers will be related to current classroom activities and themes.	Environment
Classrooms will have many books, pictures and materials showing people of different races, cultures, ages, abilities and gender in non-stereotyping roles.	Environment
Daily schedules will be revised to include a balance of structure and flexibility, with a substantial portion of the day being used for play activities (both indoors and outdoors).	Environment
Family Provider will provide alternative activities for free choice while TV/video/computer is used.	Environment
PreK teachers will provide learning opportunities within transitions.	Interactions
PreK teachers will ask more open-ended questions during storytime and center time.	Interactions
Toddler Teachers will be flexible and follow the children's lead during daily play time activities.	Interactions
Family Provider will engage in back and forth conversations with children during meal time and play time.	Interactions
The director will observe all classrooms on a monthly basis to ensure teachers are engaged in high quality interactions with children in care	Interactions
Level 3 Programs should use the results from their Curriculum Checklist and/or Validation Visit; along with ERS & CLASS self-studies and/or summary reports to identify and measure quality improvement goals *Level 3 Fast Track Programs can use results from their Organization or Accreditation Monitoring processes related to VA Quality Standards. (Some Fast Track programs may also find the modules and self-study forms to be helpful for goal setting, particularly before requesting an on-site observation, even though these activities are not required for Fast Track programs.)*	

Level 4 & 5 Programs	
Sample Goal	**VA Quality Standard Focus Area**
The preschool program will implement a Project Based approach to facilitate concept learning and skills development in an integrated and real-world way.	Interactions
PreK Teachers will increase opportunities for children to develop autonomy and responsibility.	Interactions
PreK Teachers will frequently use advanced organizers, summaries and reorientation statements to clarify learning objectives.	Interactions
Toddler Teachers will frequently provide feedback to children's responses and actions, and encourage them to persist in their play.	Interactions

Infant Teachers will frequently follow infants lead and allow infants choice during routine care and playtime activities.	Interactions
Infant Teachers will frequently provide words for infant's communications and model conversations when talking with infants.	Interactions
The director will observe PreK classrooms on a monthly basis to ensure teachers are engaged frequent back & forth conversations with children (with at least 5 back & forth exchanges)	Interactions
Family Provider will frequently support children's positive behaviors by using proactive interaction strategies.	Interactions
Family Provider will organize and rotate math materials for all age groups at least monthly.	Environment
Infant/Toddler teachers will be involved in using books with children periodically throughout the day.	Environment
Preschool classrooms will have provisions for sand and water play, both indoors and outdoors.	Environment
The daily schedule in preschool classrooms will be revised so that a substantial portion of the day is used for free play activities.	Environment.
Level 4 & 5 Programs should use the ERS/CLASS results from their Facility Summary Report to identify and measure quality improvement goals.	

For additional information or questions about Virginia Quality's QIP, please contact *qris@vecf.org*