

2025-2026 Monitoring Tool

Reviewer _____ SIP Site _____ Date _____

Directions: Utilize this checklist to document items reviewed on-site or via desk audit. Documentation may be collected through document review, observation, and interviewing administrators. The items listed under “Documentation” indicate potential sources of information.

Classroom/Teacher Checklist

Teacher and Assistant Teacher Qualifications	Yes	No
Collaborative/SIP pre-kindergarten teachers must have one of the following endorsements/credentials: - Early Childhood/Child Development Bachelor’s Degree <i>OR</i> - Bachelor’s degree or higher in any field WITH 12 hours early childhood coursework <i>OR</i> Certificate of Completion of an early childhood training program		
Documentation: Educator license(s), diploma/degree, and/or transcript		
Collaborative/SIP assistant teachers must have one of the following: - Early Childhood/Child Development Associate’s Degree OR - Associate’s Degree or higher in any field WITH 12 hours early childhood college credit hours, Certificate of Completion of an early childhood training program, PreK Child Development Associate credential, a Montessori certification or equivalent certification OR - High School Diploma/GED AND Verification of WorkKeys Scores AND 12 hours early childhood college credit hours OR Certificate of Completion of an early childhood training program		
Documentation: Diploma/degree, certificate, and/or transcript.		
Notes:		

Professional Development	Yes	No
Pre-kindergarten teachers and assistant teachers must complete at least 15 hours of professional development including one hour of early literacy content approved by the MDE or the Mississippi Department of Health each year.		
Documentation: Sign-in sheets and agendas from district-providing training, training certificates, CEU certificates		
Individualized professional development plans for all teachers and assistant teachers		
Documentation: Individual teacher PD plans		
Notes:		

Attendance and Age Eligibility	Yes	No
Attendance is verified daily.		
Documentation: Sample of daily attendance records from each classroom.		
A minimum of 5 children are enrolled in each collaborative classroom that will have reached four years of age by September 1 of the current school year.		
Documentation: Birth certificates or 121 forms for five 4-year-olds from each classroom.		
Staff-child ratio reflects a minimum of one (1) qualified adult for every ten (10) four-year-old children at all times with a maximum class size of 20. If any enrolled children are three years of age, staff-child ratio reflects a minimum of one (1) qualified adult for every seven (7) children at all times with a maximum group size of 14.		
Documentation: Class roster with child birthdays, teacher and child attendance records.		
Notes:		

Physical Settings (School Districts, Head Start, Childcare)	Yes	No
Observation: Each collaborative classroom shall consist of no less than 35 square feet per child with a minimum of 600 square feet.		
Observation: Pre-kindergarten classrooms shall be located at ground level.		
Observation: Every closet latch shall be such that children can open the door from the inside.		
Observation: The maximum distance from the classroom door to an exit shall not exceed 100 feet.		
Observation: Tamper resistant electrical outlets.		
Observation: Every toilet room door lock is designed to permit opening of the locked door from the outside in an emergency. The opening device is readily accessible to the staff.		
Observation: The classroom will not be located more than 125 feet from a bathroom. In the event of an emergency, adults shall be able to get to students, regardless of the student restroom location (classroom or hallway).		
Observation: No items other than toilet tissue or bathroom supplies are stored in the bathroom.		
Observation: Furniture shall be of appropriate height and will vary to meet the needs of all children. Tables and chairs shall be the furniture.		
Observation: A minimum of 5 learning centers containing books, manipulatives and creative art materials shall be organized, arranged and labeled so they are accessible to children. List learning centers observed:		
Observation: Learning centers include access to non-fiction and fiction books, writing materials, and creative arts materials that are appropriate to children's developmental states. List what is observed:		
Observation: Classroom appears clean, organized, and safe for young children. Classrooms are air-conditioned.		
Notes:		

Physical Settings (Head Start and Childcare ONLY)	Yes	No
Observation: Meets state childcare licensure requirements unless specifically exempted under Section 43-20-5 Mississippi Code of 1972. Copy of current facility license OR documentation for reason of exemption. <i>Note: Head Start classrooms may be exempt if located on a public school campus.</i>		
Notes:		

Health & Developmental Screening	Yes	No
All children were screened and/or referred for vision and hearing within 45 calendar days of the beginning of school.		
Documentation: A list of children organized by teacher, date of hearing screening, date of vision screening, and date of enrollment OR individual hearing and vision screening forms for each child.		
All children received a developmental screening.		
Documentation: Copies of Whole Child Developmental KRA results for each classroom are entered into the BRIGANCE Online Management System (BOMS) by the specified date(s).		
Notes:		

Outside Play Area	Yes	No
Observation: A designated area for supervised outside periods during the pre-kindergarten day shall be provided.		
Observation: Children do not simultaneously share an area with children six years or older during designated outside periods.		
Observation: The outside play area shall have defined boundaries that are sufficient to prevent vehicles and other hazards from entering the play area as well as prevent children from exiting the play area alone.		
Observation: Playground equipment and landscape design is developmentally appropriate for three and four-year-old children according to National Standards adopted by the Mississippi Department of Health.		
Documentation: Observation of play area and schedule of outdoor play space.		
Notes:		

Research-based Curriculum and Lesson Plans	Yes	No
Pre-K program uses the MDE approved research-based and evidence-based curriculum to prepare students to be ready for kindergarten.		
Documentation: Evidence of curriculum is OWL or MS Beginnings		
A written weekly classroom plan with thematic focus, identified learning objectives, activities, and appropriate documentation of children's learning.		
Documentation: Weekly lesson plans. (Random Selection)		
Lesson plans reflect documentation of the MDE Early Learning Standards for Classrooms Serving Four-Year-Old Children and the Mississippi Early Learning Teaching Strategies for Classrooms Serving Four-Year-Old Children.		
Documentation: Evidence may include standards in lesson plans.		
Lesson Plan addresses all domains of children's development and learning weekly. (Circle Y or N)		
English Language Arts (ELA)	Y	N
Mathematics	Y	N
Approached to Learning	Y	N
Social and Emotional Development	Y	N
Science	Y	N
Physical Development	Y	N
Creative Expression	Y	N
Social Studies	Y	N
Evidence of differentiated instruction	Y	N
Documentation: Evidence may include standards-referenced lesson plans.		

Notes:

Daily Class Schedule	Yes	No
All sites provide no less than one thousand eighty (1,080) instructional hours AND three hundred thirty (360) minutes of daily instruction for <u>full-day programs</u> .		
Documentation: Evidence to include a master or class schedule.		
Students shall participate in physical activity for a minimum of 40 minutes and a maximum of 60 minutes. The physical activity does not have to be continuous.		
Documentation: Evidence to include a class schedule.		
Students should engage in quiet time for a minimum of 30 minutes and a maximum of 60 minutes.		
Documentation: Evidence to include a class schedule.		
Every child enrolled in a pre-kindergarten program should be engaged in learning center activities for the purpose of learning for a minimum of 120 minutes per day.		
Documentation: Evidence to include a class schedule.		
The instructional day shall include large and small group activities, learning centers activities and individual instructional activities with adults and peers.		
Documentation: Evidence may include a class schedule.		
Schedule reflects adequate time each week for teachers to be away from children to plan the curriculum and instruction, review assessment results, complete necessary paperwork, and participate in professional development.		
Documentation: Evidence to include daily schedule reflecting planning time.		

Notes:

Administrative Checklist

Lead _____

Administrative Procedures	Yes	No
All sites operate in alignment with the school year schedule of the participating school district. The Lead Partner will set the calendar for the collaborative, including the first day of school, and ensure that every class in the collaborative adheres to this calendar. All sites are required to begin on the same day, regardless of half/full-day status.		
Documentation: School district calendar.		
At least one (1) daily meal is provided that meets state and federal nutrition guidelines for young children.		
Documentation: Lunch menu		
Notes:		

Lead Qualifications	Yes	No
Document Review: Lead meets the guidelines in MS Code Section 37-21-3.		
1. May hold an MDE approved educator license 2. Possesses a minimum of a bachelor's degree in early childhood education, child development, or an equivalent field, such as, a baccalaureate degree in any discipline, with a minimum of 36 college credits (semester hours) in early childhood education, child development, elementary education, or early childhood special education that encompass the following: child development and learning of children birth through kindergarten; family and community relationships; observing, documenting, and assessing young children; teaching and learning; and professional practices and development, including relevant field based experience; (NAEYC) OR 3. Possesses a bachelor's degree in any field as well as having at least twelve (12) credit hours of coursework in early childhood education, child development, or an equivalent field approved by an institution granting a bachelor's degree in early childhood education, child development, or an equivalent field; OR 4. Possesses a bachelor's degree in any field as well as have completed a specialized early childhood training program deemed equivalent by the Mississippi Department of Education to twelve (12) hours of approved coursework.		
Documentation: Evidence may include copy of the teacher's degree, official copy of college transcript(s), and certificate of completion from the approved early childhood training program.		
Notes:		

Professional Development	Yes	No
Leads must complete at least 15 hours of professional development including early literacy content approved by the MDE or the Mississippi Department of Health each year.		
Documentation: Evidence may include sign-in sheets from district-providing training, training certificates, CEU certificates, and agendas from attended trainings.		
Notes:		

Budget	Yes	No
State funds are used to administer, implement, monitor and evaluate pre-k programs. Documentation: Evidence may include monthly budget reports, submissions and/or budget modification and funding requests.		
The initial expenditure for any new classroom for equipment, instructional materials and consumable supplies shall be adequate to equip a classroom of 20 children. Documentation: Evidence may include budget reports, purchase orders, or invoices.		
Consumable supplies and instructional materials are replaced in each classroom at least once yearly. Documentation: Evidence may include site visits, budget reports, purchase orders, or invoices.		
All expenses are allowable as per the Early Learning Collaborative Act of 2013. Documentation: Evidence includes copies of invoices for expenditures and monthly submission of funding requests.		
Notes:		

Children with Disabilities	Yes	No
The program has a written plan to serve students with disabilities at all sites. This plan includes but is not limited to: 1. Collaboration with early childhood intervention and special education services. 2. Outreach to health department and health service providers.		
Documentation: Evidence of written program policy on inclusion and non-discrimination, enrollment of children with disabilities.		
Enrolled children at all sites receive educational services and support in alignment with individualized education plan (IEP) provisions. Documentation: Evidence of lesson planning or other documents for children with IEPs describing how services are provided, schedule of service provider		
Notes:		

Family Engagement	Yes	No
Each school district shall develop and distribute a parent handbook. The handbook should include information that addresses the pre-kindergarten philosophy, goals, and information unique to a pre-kindergarten program (e.g. curriculum, credentials, and assessments). Documentation: Evidence will include a copy of the district/school handbook.		
Families are provided with a brochure upon enrollment that includes, at a minimum, the following elements: Enrollment in the program is voluntary; A list of participating sites with names, addresses, and a description of services offered; Description of teacher credentials for all classrooms in the collaborative; Identification of curriculum used in collaborative classes; and A description of teacher: child ratios in all classrooms in the collaborative.		
Documentation: Brochure including all the elements listed above.		
Families are informed of their opportunity to participate in the Pre-K Program and learning activities with their children. Documentation: Flyers and/or schedule of events for parent participation		
Families have opportunities to communicate informally with teachers daily about their child's development and learning. Documentation: Phone log, name of apps used, daily folders, arrival/dismissal, etc.		
Families are invited to at least 3 face-to-face parent-teacher conferences over the course of the school year.		

Documentation: Dated sign-in sheets for each classroom for each face-to-face meeting.		
Families at all sites receive written reports about their children's individual development based on program assessment results at least three times per program year.		
Documentation: Evidence includes copies of progress reports, MKAS reports, developmental assessment reports and schedule of reporting to parents.		
Families have a role in assessing program quality by responding to a satisfaction survey at least once a year.		
Documentation: Evidence will be copies of the survey and/or survey results.		
Notes:		

Collaboration	Yes	No
Coordinates with the Head Start agencies in local areas so as not to cause a reduction in the number of students served by Head Start Program.		
Documentation: Evidence could include information addressing the collaborative's efforts to not reduce enrollment in Head Starts. This includes agendas of collaborative meetings, meeting notes with those in attendance or written agreement describing such.		
Completes transition to kindergarten activities including providing kindergarten teachers with transition to kindergarten folders for each collaborative student.		
Documentation: Evidence to include example or actual transition folders.		
All partners/collaborative councils must meet at least monthly		
Documentation: Evidence to include agendas and sign in sheets		
Collaborative Leads are required to organize professional learning communities (PLCs) that meet on <i>at least a monthly basis</i> . Meeting on a weekly basis is strongly encouraged.		
Documentation: Evidence to include agendas and sign in sheets		
Notes:		
Anti-discrimination	Yes	No
All sites must comply with the anti-discrimination requirements applicable to the program.		
Documentation: Evidence to include the anti-discrimination policy.		
Notes:		

Additional Notes: