School Improvement Plan
Lincoln Preschool
2014-2015

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Section 1: District Strategic Objectives

Strategic Objectives			
Educator Growth: Build educator expertise and a shared vision of effective teaching through the new educator evaluation system, professional collaboration, and professional development	**Curriculum and Instruction**: Refine curriculum and instruction to strengthen the engagement and achievement of all students	**Assessment and Data**: Use assessment and data to effectively promote and monitor student growth	**Responding to Student Needs**: Respond skillfully to the academic, social emotional, and physical needs of all students

School Based Goals:
• <u>Goal #1:</u> To provide professional development so that teachers are able to engage students in authentic learning opportunities, increase their understanding of cognitive demand and apply Bloom's taxonomy in planning lessons
• <u>Goal #2</u>: To design an updated website with resources to meet the needs of both enrolled families and those looking for more information about the Lincoln Preschool
• <u>Goal #3</u>: To explore and implement the use of technology to enhance/support the curriculum for preschool students

Section 2: School Based Action Plans

<u>District Strategic Objective</u>: Curriculum and Instruction: Refine curriculum and instruction to strengthen the engagement and achievement of all students

<u>School Based Goal 1</u>: To provide professional development so that teachers are able to engage students in authentic learning opportunities, increase their understanding of cognitive demand and apply Bloom's taxonomy in planning lessons

<u>What has been done?</u>
Educators of the preschool engaged in structured professional development opportunities to gain an understanding of authentic learning and cognitive demand. They engaged in discussions about how each of these principles have been addressed and how they can be a focus moving forward. Each educator presented lessons to the group that had been created or modified using these principles.

Observations and discussions with faculty revealed that all preschool educators:
- Believe that authentic learning and cognitive demand are present in the preschool learning environments
- Believe that consistent attention and use of these principles can yield high results for addressing the needs of all learners.
- Understand how to modify existing lessons and/or plan new lessons that result in increased real-life situations that pose challenging and complex questions

<u>Next steps/recommendations</u>:
Teachers reported that they would like the opportunity to observe other preschool and/or early childhood programs that incorporate authentic learning experiences and increased cognitive demand. In addition, they shared interest in participating in peer observations within the program to further develop a shared sense of preschool teaching and assessment.

<u>Goal 1 Action Step Status</u>

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Develop a shared understanding of authentic learning	Established	Educators worked together during structured opportunities to determine how authentic learning can be applied in the preschool setting Educators have planned more opportunities and lessons that have an authentic learning focus	Provide opportunities for educators to observe in other preschool settings with a specific focus on authentic learning Involvement in the peer observation program
Introduce cognitive demand and apply Bloom's taxonomy to planning lessons	Developing	Educators participated in structured time to learn and share strategies including December 17, 2014 and January 28, 2015 related to increasing cognitive demand Educators have planned lessons using Bloom's taxonomy action words and guiding questions	Provide professional development and coaching to increase teachers' application of cognitive demand/Bloom's taxonomy Provide professional development regarding task analysis and data collection

<u>District Strategic Objective</u>: Assessment and Data: Use assessment and data to effectively promote and monitor student growth

<u>School Based Goal 2</u>: To design an updated website with resources to meet the needs of both enrolled families and those looking for more information about the Lincoln Preschool

<u>What's been done?</u>
Information was captured from existing families through individual conversations at conferences and team meetings. Families that were interested in enrolling in the Lincoln Preschool were individually asked about the usefulness of the website and how it can be improved at the time of inquiry. It was determined that the ease of use was the most common area noted for improvement.

Meetings with Mark McDonough, Technology Specialist, focused on improving the navigation of the preschool website and removing extraneous or irrelevant information. The website has been reorganized and is staged to include the resource videos as they are completed.

<u>Possible next steps:</u>
The preschool will continue to solicit feedback from the families of the program in order to engage in a cycle of continuous improvement and establish the website as a active viable source of information.

Educators will create additional resource videos to support play and social communication skills of preschool students in the home setting.

Goal 2 Action Step Status

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Identify the needs of enrolled families and those researching the Lincoln Preschool	Developing	Current families shared their ideas about how to improve the website Feedback has been shared from incoming families about what information is missing from the website	Continue to solicit feedback from the families of the Lincoln Preschool to incorporate continuous improvements to the website and other programmatic information
Design and implement an updated website	Initiated	The existing website was cleaned and updated Plans were created with Mark McDonough on the design of the new website A resource section was identified	Create a timeline for additional changes and additions to the website Create resource videos to support families play and interaction with their preschool students

School Based Goal 3: To explore and implement the use of technology to enhance/support the curriculum for preschool students

What's been done?
Educators participated in conversations about their ideas regarding the use of technology in the preschool program. They read articles about the required amount of screen time for young children and agreed upon guidelines that would be followed in the implementation of technology. Educators were strong in their opinions about how specific apps have been effective in supporting the students' development of skills in specific areas including articulation and fine motor.

Possible next steps:
Professional development and structured time will be provided so that a plan can be completed and implemented in the next school year.

Goal 3 Action Step Status

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Identify appropriate technology needs of preschool students	Initiated	Through professional development provided by Rob Ford, Administrator for Technology, the educators have an improved understanding of how technology can and should be utilized to enhance preschool learning	Structured opportunities to learn about the use of technology to be used as augmentative and alternative communication to meet the needs of students with communication difficulties
Articulate and implement technology into preschool curriculum	Initiated	Appropriate guidelines regarding use of technology has been agreed upon by the educators Apps have been identified that provide opportunities to enhance children's learning	Create a plan for the upcoming school year to continue work in this area

Code	Descriptor
Not yet	Strategies in this category are not yet initiated.
Initiated	Strategies in this goal are in the beginning stages of implementation. This may include some completed professional development, pilot initiatives planned, plans for next step in process.
Developing	Strategies in this category are in the developing stages. This may include basic professional development, continuing professional development planned, initial data collected, pilot projects initiated, team functioning effectively.
Established	Strategies in this category have been established. This may include ongoing professional development plan, completed cycle of data collection, documented growth in areas of academic achievement.
Refining	Strategies in this category are in the refining stage. This may include completed School Improvement plan goal, expansion of successful practices to other grade levels or subjects, more comprehensive or advanced professional development.