

**Lincoln Preschool
School Improvement Plan
2012-2013**

Lincoln Preschool Staff

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**Lincoln Preschool
Lincoln Public Schools
2012-2013 School Improvement Plan**

Goal	Strategies	Timeline	Rationale	Evidence/Data	District Goal(s)	Person Responsible
<p>Goal 1: To form a School Council at the preschool level to ensure a high quality early childhood education that is accountable to the schools and the community</p>	<ol style="list-style-type: none"> 1. Identify potential representatives from the faculty, staff and the community 2. Articulate the purpose of a Preschool School Council 3. Examine the needs of the preschool community and knowledge/skills that will be required of the Council Members 4. Prepare an informational package for potential representatives 5. Identify and invite communication representatives to join the Preschool School Council 6. Establish priorities and set goals for the group 7. Develop an action plan 8. Evaluate the group's ability to meet the goals 	<p>Sept. 2012- June 2013</p>	<p>Education is a partnership that involves the students, their families, teachers, administrators, school committee and the community. The formation of a school council will provide a forum for parents and community members to contribute to improving preschool student achievement and school performance. Parental involvement in education is one of the most significant factors that contribute to a child's success in school.</p>	<p>The Lincoln Preschool will follow all procedures and protocols in order to form a School Council.</p>	<p>Leadership and School Culture</p>	<p>Preschool Coordinator, teachers, paraprofessional support staff and members of the parent community</p>

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Goal 2: To use data to evaluate and connect activities, articulate student learning targets and provide frequent ongoing feedback to teachers to inform effective teaching and learning	<ol style="list-style-type: none"> 1. Ongoing professional development for faculty and staff regarding analyzing data to inform instruction 2. Ongoing professional development for faculty and staff regarding identifying appropriate student learning targets at the preschool level 3. Implement Parent Informational Sessions regarding the use of student learning targets in the preschool program 4. Evaluate the effectiveness of student learning targets in the preschool program 5. Obtain parent feedback regarding their observations about the use of student learning targets in the preschool 	Sept. 2012- June 2013	Student learning targets provide teachers with a clear vision of student learning and a means of assessment for areas where there may be no formal means of determining student growth. Student learning targets are a research-based strategy that improves student learning by increasing motivation, and informing lesson plans and assessments.	<p>By April 2013, all preschool faculty will be utilizing student learning targets in one lesson per day.</p> <p>Analysis of surveys (pre and post), observations and assessments (pre and post)</p>	Curriculum Planning and Development	Preschool Coordinator, faculty (all teachers), paraprofessional support staff, parents

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Goal 3: To inform and improve assessments and reporting systems utilized at the preschool level	<ol style="list-style-type: none"> 1. Identify the requirements for early childhood assessments by the Department of Early Education and Care 2. Engage faculty and staff in professional development opportunities related to early childhood assessments 3. Identify the areas of need for Lincoln Preschool in regards to early childhood assessments 4. Conduct a program adoption process for an early childhood assessment 5. Analyze and evaluate the current system of reporting information to parents 6. Invite parents to share input regarding reporting systems 7. Propose a reporting system for use by the Lincoln Preschool 	Sept. 2012- June 2013	<p>The Department of Early Education and Care has been providing guidance about the identification and implementation of early childhood assessments that are required to provide data regarding student needs and areas of growth. These assessments differ from those at grade levels because the emphasis is on all aspects of a development versus on academic knowledge. Early childhood assessments are an effective means for teachers to better understanding the learning needs of their students and increase the use of developmentally appropriate practices.</p>	<p>The Lincoln Preschool will engage in a program adoption process regarding early childhood assessments and reporting information systems to meet the requirements of the Department of Early Education and Care and the needs of the parents.</p>	Curriculum, Instruction and Assessment	Preschool Coordinator, teachers, and paraprofessional support staff

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Goal 4: To improve the effectiveness of preschool faculty meetings by increasing opportunities for collaboration and professional learning	<ol style="list-style-type: none"> 1. Facilitate a faculty and staff meeting regarding the benefits for collaborative meetings 2. Identify opportunities for collaboration within the preschool setting 3. Create agendas that are focused on teacher-generated topics 4. Set the expectations for meetings to increase everyone's participation 5. Evaluate the use of collaborative meetings and provide recommendations for the next school year 	Sept. 2012- June 2013	Research has demonstrated that collaboration results in effective professional development and school improvement by allowing teachers to focus on continuous improvement of student performance, improve their professional practice and works towards the achievement of school improvement goals.	<p>By May of 2013, all preschool faculty and staff meetings will provide opportunities for collaboration to support professional learning and achievement of school improvement goals.</p> <p>Analysis of surveys (pre and post)</p>	Leadership and School Culture	Preschool Coordinator, faculty and staff