



## Lincoln Preschool

### SCHOOL IMPROVEMENT PLAN 2013-2014

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Lynn Fagan	Preschool Coordinator
Diane Mackenzie	Intensive Skills Teacher/Team Leader
Dayna Brown	Early Childhood/Deaf and Hearing Impaired
Maureen Cullen	Early Childhood/Special Education
Karen LoRusso	Early Childhood/Special Education
Catherine List	Early Childhood/Special Education
Jennifer Wakeling	Early Childhood/Special Education
Lynne Cushing	Early Childhood Teacher
Katherine Tempinski	Early Childhood Teacher
Jannette Steed	Speech/Language Pathologist
Sharon Reneris	Speech/Language Pathologist
TBD	Parent Representatives

## Assessment of School Strengths and Areas of Focus

The Lincoln Preschool provides developmentally appropriate programming that addresses each individual child’s physical, emotional and cognitive growth. The program sets high standards for all children while valuing and accommodating individual differences, strengths and needs. We continue to work with the primary schools to support transitions and prepare students for kindergarten curriculum. The preschool has articulated curriculum and instruction in the areas of social/emotional, math, literacy, science and social studies that is aligned with the learning expectations of the kindergarten programs. A heavy focus continues to be supporting the development of children’s social/emotional growth however there are many additional skills that are required to prepare them for primary school including increasing student engagement and performance, teaching literacy and identifying and supporting areas for growth.

Early child outcomes are now defining the expectations of preschoolers’ development and learning. When teachers have opportunities to identify, learn, articulate and discuss the specific skills involved in teaching preschool students, student engagement and performance increases. The Lincoln preschool initiated work in learning targets/outcomes during the last school year however continued development is needed in order to support continued use of learning targets and learn about their impact on preschool student learning. The use of learning targets/outcomes can also support the use of assessments that analyze student results and inform instruction.

Literacy in preschool involves many facets including speaking and listening which can present as asking and answering questions, expressing feelings and making choices. There are many essential literacy and oral language skills needed for kindergarten that have an additional focus on the areas of reading and writing. The preschool needs an assessment tool that is designed to identify and support children who are at risk and experiencing difficulties with early literacy skills, which may include alphabet knowledge, vocabulary and oral language, phonemic awareness and listening comprehension. The Preschool Early Literacy Indicators (PELI) has been reviewed and assessed for possible use. It is a Pre-K assessment designed by the authors of the DiBels (Dynamic Indicators of Basic Early Literacy Skills.) It is presented within a storybook format and includes three benchmark measures and seven progress-monitoring forms.

The Lincoln Preschool is responsible for providing Child Find services to the Lincoln and Hanscom communities by implementing developmental screenings for children that are referred by their parents or community agencies. The current protocol is meeting the requirements however based on feedback from preschool teachers and the increased needs of referred children, a more responsive and supportive system is needed. The Lincoln Preschool is focused on meeting the educational needs of preschool students as the face of education changes and the expectations for all students’ increases.

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

School Based Goals:

- Provide teachers with professional development so that they are able to define, articulate and use learning targets/ objectives with the students of the preschool
- Pilot a program, Preschool Early Literacy Indicators (PELI) that will assess preschool students in the area of literacy
- Design and implement a new screening procedure that meets the needs of families and provides timely feedback and supportive strategies

School Based Action Plan

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

School Based Goal: Provide teachers with professional development so that they are able to define, articulate and use learning targets/ objectives with the students of the preschool

Activities	Outputs and Measures	Resources	Individuals Involved	Timeframe
What is going to be done to address the goal?	<p>What will be the evidence of completion of the action?</p> <p>How will the effectiveness of the Actions be measured?</p>			
<p>School based opportunities for teachers to understand learning targets/ objectives and how they relate to preschool learning. Faculty meeting time and school based Wednesdays will be used to provide faculty with training on Learning Targets. Individual supervisory discussions will focus on the use of Learning Targets.</p>	<p>Teachers will use learning targets/ objectives, articulate the impact on student learning, and provide examples from their practice.</p>	<p>Learning target resources (book, Assistant Superintendent)</p> <p>Examples of learning targets used in classroom settings</p>	<p>Preschool Coordinator, Preschool teachers</p>	<p>Faculty meetings, School based meetings, individual supervisory discussions</p>

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

School Based Goal: Pilot *Preschool Early Literacy Indicators (PELI)*, a program that will assess preschool students in the areas of literacy

Activities	Outputs and Measures	Resources	Individuals Involved	Timeframe
What is going to be done to address the goal?	What will be the evidence of completion of the action? How will the effectiveness of the Actions be measured?			
The preschool will learn and implement the Preschool Early Literacy Indicators (PELI) with 2014 kindergarten eligible students	Teachers will be exposed to research regarding early child literacy and oral language development  Teachers will administer PELI with an identified group of students  Teachers will analyze the results and use them within an outcomes-driven model	Preschool Early Literacy Indicators (PELI) assessment tool	Preschool Coordinator, Preschool teachers	Faculty meetings, School based meetings

District Strategic Objective: Responding to the Student Needs: Respond skillfully to the academic, social emotional, and physical needs of all students

School Based Goal: Design and implement a new screening procedure that meets the needs of families and provides timely feedback and supportive strategies

Activities	Outputs and Measures	Resources	Individuals Involved	Timeframe
What is going to be done to address the goal?	What will be the evidence of completion of the action? How will the effectiveness of the Actions be measured?			
The Preschool team will design, articulate and implement a new screening protocol	Current practices will be examined and best methods will be identified  Areas of need will be assessed and articulated within the new protocol	Screenings protocols from other preschool programs	Preschool Coordinator, Preschool teachers	Faculty meetings, School based meetings



# Lincoln School

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### School Council Members

Laura Regrut	5-8 Parent
Randy Harrison	5-8 Parent
Bowen Holden Martin	K-4 Parent
Gretchen Covino	K-4 Parent
Terri Nathanson	5-8 Teacher
TBD	K-4 Teacher
Stephen McKenna	Principal K-4
Sharon Hobbs	Principal 5-8
Gina Halsted	Community Representative

**Assessment of School Strengths and Areas of Focus:** The school has a strong climate both within the students and the faculty. There is a high degree of collaboration between teachers and parents, as well as with students, where that is appropriate. Last year’s School Council spent a great deal of time talking about Lincoln Public School’s Strategic Objectives related to Curriculum and Instruction and Responding to Student Needs. We focused on the ways in which technology such as Kahn Academy can enhance and help us to differentiate instruction. Our goal for this year is to continue those conversations.

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

School Based Goals:

- Identify ways in which lessons engage students in authentic learning
- Implement a mentoring program in the K-8 school

#### School Based Action Plan

District Strategic Objective: **Curriculum and Instruction:** Refine curriculum and instruction to strengthen the engagement and achievement of all students

School Based Goal: Identify ways in which lessons engage students in authentic learning

Activities	Outputs and Measures	Resources	Individuals Involved	Timeframe
Work with faculty to develop an understanding of authentic learning	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Collaborative coaching conversations</li> <li>• Faculty meeting observations of video with follow up discussion</li> <li>• Time for lesson development and planning</li> </ul>	Video; articles	Educators	School Year- Faculty meetings- 10/9, 11/13, 1/15, 4/2
Apply understanding to refine current curriculum and instruction	Bank of school-based exemplars	Time, demonstration and modeling among faculty, student work provided by faculty, possible Institute Day focus	Educators	School year

District Strategic Objective: **Responding to Student Needs:** Respond skillfully to the academic, social-emotional and physical needs of all students

School Based Goal: Implement a mentoring program in the K-8 school

Activities	Outputs and Measures	Resources	Individuals Involved	Timeframe
The coordinators will train mentors, create and oversee events for mentors and mentees.	Number of students served, number of mentors trained, reflections from mentors and mentees  Evidence that students have sought advice from their mentors	Sample letters, articles, current literature study, possible book study group	Coordinators Steve Cullen and Cheri Wing-Jones, Principals, Mentors	School year
Mentor coordinators will begin to seek opportunities within the community for connection to places such as Codman Farm and DeCordova Museum.	Report from coordinators about the status of the first year of the program and connections they have made in anticipation of a second year.	Personnel at DeCordova Museum and Codman Farm	Coordinators Steve Cullen and Cheri Wing-Jones, Principals	School Year