



Lincoln Preschool

SCHOOL IMPROVEMENT PLAN 2013-2014

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Karen LoRusso	Early Childhood/Special Education
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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:

- Goal #1: To provide teachers with professional development so that they are able to define, articulate and use learning targets/objectives with the students of the preschool
- Goal #2: To pilot a program, Preschool Early Literacy Indicators (PELI) that will assess preschool students in the area of literacy
- Goal #3: To design and implement a new screening procedure that meets the needs of families and provides timely feedback and supportive strategies

Section 2: School Based Action Plans

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

School Based Goal 1: To provide teachers with professional development so that they are able to define, articulate and use learning targets/objectives with the students of the preschool

What has been done?

The preschool team met periodically throughout the school year to focus on the implementation of learning targets/objectives in the preschool classrooms. The early meetings focused on establishing learning targets for each domain including: social/emotional, mathematics, English language arts and science. The teachers are able to use the learning targets and discuss the impact on student learning. The teaching team established student-learning goals based on the implementation of math assessments and articulated learning targets. The math assessment will continue to be utilized as a district determined measure.

Next steps/recommendations:

The Lincoln Preschool will participate in professional development focused on increasing the faculty's understanding of cognitive demand and Bloom's taxonomy as it relates to the early childhood setting.

Goal 1 Action Step Status

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Teachers will use learning targets/objectives, articulate the impact on student learning, and provide examples from their practice.	Established	<p>The preschool team met to establish learning targets/objectives for each domain: social/emotional, mathematics, English Language arts, and science.</p> <p>Learning targets were posted within all preschool learning spaces.</p>	Continued use of learning targets/objectives within the preschool environment. Participation in professional development with a focus on cognitive demand/Bloom’s taxonomy.

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

School Based Goal 2: To pilot a program, Preschool Early Literacy Indicators (PELI) that will assess preschool students in the areas of literacy

What’s been done?

Early childhood literacy and oral language development was the topic of many preschool team meetings in the fall. The team discussed how children acquire oral language and the key components needed to achieve literacy skills.

The team was unable to pilot the Preschool Early Language Indicators due to a change in the release of the assessment tool. The team focused on each skill area included in the assessment and determined how these skill areas are currently addressed within the preschool English Language Arts learning expectations.

Possible next steps:

The preschool team continues to believe that the PELI assessment focuses on the skills needed to achieve literacy and should be piloted during the next school year. The Lincoln Preschool has applied to participate in an early release study. The purpose of the study is to further validate the skill areas included in the PELI: alphabet knowledge, vocabulary and oral language, phonological awareness and listening comprehension.

If the preschool is chosen to participate in the study, they will receive the assessment materials, online training and consultation. As a study site, we would be responsible for collecting benchmark data three times during the school year.

Goal 2 Action Step Status

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Teachers will participate in conversations regarding research about early childhood literacy and oral language development.	Established	The preschool team developed a solid understanding of oral language development and it's impact on the acquisition of literacy.	Continued discussion regarding oral language development and early childhood literacy including study groups and article discussions.
Teachers will administer the PELI with an identified group of students	Not yet	The preschool team focused on the identified skill areas of the PELI and determined how these skills are currently assessed within the preschool learning expectations.	Participation in the Preschool Early Language Indicators early release study during the 2014-2015 school year
Teachers will analyze the results and use them within an outcomes-driven model	Not yet	The preschool team developed an understanding of the importance of analyzing data to inform their teaching.	Participation in the Preschool Early Language Indicators early release study during the 2014-2015 school year

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

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

What's been done?

The preschool team reviewed the current screening procedure and identified strengths and areas of need. In addition, information about screening procedures from other early childhood communities was collected and analyzed. The proposed protocol was implemented as part of a pilot study.

Possible next steps:

The preschool screening team will utilize the new screening protocol during the 2014-2015 school year. During this time, each case will be reviewed to determine if the protocol is meeting the needs of the team including the families.

Goal 3 Action Step Status

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Current practices will be examined and best methods will be identified	Established	The preschool team identified the best practices of the current screening progress.	Continue to gather information about screening procedures utilized within early childhood and special education.
Areas of need will be assessed and articulated within the new protocol	Established	The team engaged in discussions regarding the limitations of the current model and determined areas of need. These areas were addressed within the new protocol.	Continue to refine the protocol to establish a screening procedure that serves the needs of the early childhood population.

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.



Lincoln School

REPORT ON THE SCHOOL IMPROVEMENT PLAN 2013-2014

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
Scot Dexter	K-4 Teacher
Stephen McKenna	Principal K-4
Sharon Hobbs	Principal 5-8
Gina Halsted	Community Representative

Rubric for School Improvement Plan Level of Achievement (Status)

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 steps 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, teams functioning effectively.
ESTABLISHED	Strategies in the category have been established. This may include an on-going 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.

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	Status	Possible Next Steps
Work with faculty to develop an understanding of authentic learning	<ul style="list-style-type: none"> • Observations • Collaborative coaching conversations • Faculty meeting observations of video with follow up discussion • Time for lesson development and planning 	Developing	Continue next year with refining the definition and embedding more conversation about cognitive demand.
Apply understanding to refine current curriculum and instruction	Bank of school-based exemplars	Developing	Collect examples that highlight the many ways authentic learning can be seen in classrooms.

Report: Faculties spent meeting time looking at videos, discussing articles, and viewing student work to identify elements of authentic learning. School Council also helped to create a working definition by discussing an article and helping to define what authentic learning is and is not.

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	Status	Possible Next Steps
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	Established	Continue to seek students and adults who can connect.
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.	Not Yet	As the mentor relationships solidify, we will reach out to more community resources to create partnerships.

Report: Eighteen students in grades K-4 participated in the mentoring program this year. 19 staff volunteered for the program. Before mentor pairs were assigned, there was a mentor training where protocols for mentoring were set and questions were answered. Most mentor pairs met once a week to connect. Feedback so far has been very positive.

Thirty-five students in grades 5-8 participated in the mentoring program. Before mentor pairs were assigned, there was a mentor training where protocols for mentoring were set. There was a gathering where mentors were introduced to their mentees. Following the gathering, most mentor pairs met once a week to connect. There was a lunch meeting for all mentor pairs in December and another in May to celebrate the relationships and the connections that were made.