



School Improvement Plan
Lincoln Preschool
2015-2016

Lynn Fagan	Preschool Coordinator
Dayna Brown	Early Childhood/Deaf and Hearing Impaired/Team Leader
Diane Mackenzie	Intensive Skills Teacher
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

School Council Members

Joseph Santasuosso- Preschool Parent
Katie Willerick-Preschool Parent
Maryanne Ludwig-Preschool Parent
Maureen Cullen-ECE Teacher, Lincoln Campus
Lynne Cushing-ECE Teacher, Hanscom Campus
Lynn Fagan-Preschool Coordinator

The Lincoln Preschool is focused on continuing to meet the social emotional and developmental needs of all preschool students. Information from the Spring 2015 Community Survey, faculty input and the District Strategic planning process were all utilized in the establishment of the Lincoln Preschool’s assessment. It was clear that all stakeholders felt that the preschool offers a child-centered developmentally appropriate setting where children enjoy coming to school.

The school improvement plan looks to address some of the areas of focus that were recommended including more opportunities for student leadership, a method for monitoring students with social/communication difficulties and increased opportunities for targeted differentiation.

District Strategic Objectives

Strategic Objectives			
<p>Educator Growth: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching.</p>	<p>Curriculum: Curriculum is engaging, provides appropriate cognitive demand and supports the academic, creative, social and emotional development of all students.</p>	<p>Instruction: Instruction is student centered and focused on the engagement, achievement, and development of all learners.</p>	<p>Assessment and Data: Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth.</p>

School Based Goals:

- Goal #1: To increase opportunities for preschool students to be involved in classroom and school leadership to support their social/emotional development
- Goal #2: To provide a method for consistently monitoring the progress of children who exhibit social communication difficulties
- Goal #3: To support teachers and paraprofessionals in utilizing collaborative practices providing all students with engaging and challenging learning opportunities

School Based Action Plan

District Strategic Objective: Instruction is student centered and focused on the engagement, achievement, and development of all learners

School Based Goal 1: To increase opportunities for preschool students to be involved in classroom/ school leadership as a means to strengthen their engagement and initiative

Goal 1 Action Step

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Complete an assessment of the preschool schedule and current opportunities for student voice/leadership	Data from completed survey	Faculty meetings	Preschool Coordinator, teachers	October 2015-November 2015
Discuss and implement lessons that are student directed and led	Feedback forms from teachers and paraprofessionals. Feedback from students about their involvement	Faculty meetings	Preschool Coordinator, teachers, paraprofessionals	November 2015-April 2016

District Strategic Objective: Assessments and data are used in purposeful, meaningful ways to effectively promote and monitor growth

School Based Goal 2: To provide a method for consistently monitoring the progress of children who exhibit social communication difficulties

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Participants will share a common language in discussing the skills required for successful social communication	Current goals and objectives (IEPs and GFIPs) will be reviewed to construct a checklist of areas for improvement	Dr. Kathleen Quill, Autism Institute, ASCS-2 assessment tool	Preschool Coordinator, teachers	September 2015-June 2016
Participants will deepen their knowledge and use of effective research based practices	Teachers will collect, analyze and respond to quantitative and qualitative data	Dr. Kathleen Quill, Austim Institute, ASCS-2 assessment tool	Preschool Coordinator, teachers	September 2015-June 2016
Participants will effectively use progress monitoring to meet the language needs of students (social, communicative and emotional)	IEP and GFIP goals/objectives will incorporate common language and measures	Dr. Kathleen Quill, Austim Institute, ASCS-2 assessment tool	Preschool Coordinator, teachers	September 2015-June 2016

District Strategic Objective: Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching

School Based Goal 3: To support teachers and paraprofessionals in utilizing collaborative practices providing all students with engaging and challenging learning opportunities

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Participants will have a shared understanding of the district definition of collaborative practices	Teachers will generate strategies for implementation of collaborative practices within the preschool	Professional Development Module, Faculty time	Preschool Coordinator, teachers	October 2015-June 2016
Teachers will participate in sessions focused on how collaborative practices are implemented at the preschool level	Teachers will be observed utilizing strategies of differentiation	Professional Development Module, Faculty time	Preschool Coordinator, teachers	October 2015-June 2016