



School Improvement Plan
Lincoln Preschool
2016-2017

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
Jennifer Wakeling	Early Childhood/Special Education
Lynne Cushing	Early Childhood/Special Education
Katherine Tempinski	Early Childhood/Special Education
Jannette Steed	Speech/Language Pathologist
Laurie Berkowitz	Speech/Language Pathologist

School Council Members

Meryem Ghazal- Preschool Parent
Justin Morrison-Preschool Parent
Diane Mackenzie-Intensive Skills Teacher, Lincoln/Hanscom Campus
Lynne Cushing-ECE Teacher, Hanscom Campus
Lynn Fagan-Preschool Coordinator

Assessment of School Strengths and Areas of Focus

During the 2015-2016 school year, the Lincoln Preschool made marked progress in supporting opportunities for student leadership. During the year, preschool students were engaged in conversations about their learning. They were consistently asked to share their ideas in creating, planning and developing activities. Students were encouraged to work with their peers to complete projects and then present them to the group. Preschool students were observed engaging in the following activities: choosing and completing student jobs, leading circle, modeling a station or choice activity, orchestrating voting for dramatic play and playground destination, teaching a peer a new song / finger play and designing visuals for an classroom activity. In late spring, the preschool faculty presented to School Committee to showcase these examples of active student leadership in the class. The presentation was repeated for their colleagues on Opening Day.

It was determined, at the end of the year status report of the 2015-2016 School Improvement Plan, that students should receive additional learning opportunities focused on engagement and ownership. Opportunities for students to participate in activities with members of the Lincoln community and by leading parent / teacher conferences are examples of how we can provide additional learning beyond the classroom.

Last year, the preschool faculty engaged in opportunities that focused on preschool literacy development. Within the literacy professional development module with Judy Merra, literacy specialist, the preschool faculty utilized observation checklists for assessing preschool students' ability to participate in shared and interactive reading, compose writing of their own and participate in word study. The data will be used to identify students that require intervention due to above or below age level expectations.

The school improvement plan looks to address some of the areas of focus that were recommended based on teacher surveys, parent feedback and the district strategic planning process. The recommendations include more opportunities for student leadership and increased opportunities for targeted differentiation and improved transition processes for students and their families.

District Strategic Objectives

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

School Based Goals:

- **Goal #1:** With the support of educators, preschool students will have increased opportunities for ownership of their learning experiences and engagement within the Lincoln community.
- **Goal #2:** Student instruction in the area of literacy will be differentiated to meet individual needs based on the use of literacy observation tools.
- **Goal #3:** Early educators and administrators (including coordinators, METCO director, kindergarten teachers and preschool teachers) will collaborate to improve the process for students and families as they transition from preschool to kindergarten within the district.

School Based Action Plan

District Strategic Objective: Support and guide educator development of instructional units that engage students and provide levels of cognitive demand, differentiation and student ownership of their learning experiences (B1)

School Based Goal 1: With the support of educators, preschool students will have increased opportunities for ownership of their learning experiences and engagement within the Lincoln community

Goal 1 Action Step

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Determine current opportunities for student ownership and engagement within the Lincoln community within the preschool.	Data from teacher and parent completed surveys. Review of work regarding student engagement from the 2015-2016 school year.	Faculty meetings	Preschool Coordinator, teachers	November 2016-December 2016

Goal 1 Action Step, Continued

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Establish opportunities for students to interact with members of the community including but not limited to student buddies from the primary/ middle school and learning partners from the Council on Aging.	Entry and exit feedback from preschool teachers, paraprofessionals, student buddies and community partners. Feedback from preschool students about their involvement.	Faculty meetings, Council on Aging contact	Preschool Coordinator, teachers, paraprofessionals,	November 2016- April 2017
Pilot of student led parent/ teacher conferences Do you have models for this at the preschool level?	Data from teacher, student and parent completed surveys.	Faculty meetings, observations and trainings of student led conferences	Preschool Coordinator, teachers, parents, students	March-April 2017

District Strategic Objective: Develop and deepen instructional practices and models for differentiating instruction to meet the individual needs of all students (C1.)

School Based Goal 2: Student instruction in the area of literacy will be differentiated to meet individual needs based on the use of literacy observation tools.

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Assessment of student literacy skills through the use of observation tools.	Analysis of student data and identification of students at risk and those exceeding age level expectations.	Consultation with the districts' reading specialists	Preschool Coordinator, teachers	December 2016- February 2017

School Based Goal 2, Continued

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Implementation of intervention blocks to support students identified at risk and those demonstrating higher level skills (beyond age level expectations.)	Data collected and analyzed from pre-intervention and post-intervention blocks.	Consultation with the district's reading specialists	Preschool Coordinator, teachers	March-June 2017

District Strategic Objective: Continue to develop, demonstrate, and expand team-based collaborative practices, Facilitative Leadership, and coaching capacity (A1.)

School Based Goal 3: Early educators and administrators (including coordinators, METCO director, kindergarten teachers and preschool teachers) will collaborate to improve the process for students and families as they transition from preschool to kindergarten within the district.

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Collaboration with early childhood programs about best practice in supporting preschool to kindergarten transition.	Identified areas of strength and growth based on completed surveys by individuals involved and parents that have completed the transition process.	Scheduled meetings with Coordinators and consultation with primary school Principals	Preschool Coordinator, Student Services Coordinators, METCO coordinator	November-December 2016

School Based Goal 3, Continued

Activities What is going to be done to address this goal?	Outputs; Measures	Resources	Individuals Involved	Timeframe
Collaboration of early childhood educators and administrators to develop a process for transition from preschool to kindergarten that is developmentally appropriate and centered on students and their families	A proposed transition process for the district for students and families from preschool to kindergarten. Implementation of identified activities and analysis of feedback from involved individuals. Proposed implementation in 2017-2018 school year.	Wednesday time (January 4, 2017 and April 26, 2017)	Preschool Coordinator, Student Service Coordinators, METCO Coordinator, preschool teachers, kindergarten teachers	January-April 2017