



School Improvement Plan  
End-of-Year Report  
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

The Lincoln Preschool worked towards many objectives and goals this year. Information obtained from parent feedback, assessment results and teacher groups (preschool and kindergarten) were reviewed prior to completion of this report. This information will be utilized in the fall to establish an improvement plan for the next school year. The determination of district strategic objectives will guide the preschool program in determining goals that are in alignment with the district. The school improvement plan will address some of the areas of focus that were recommended including more opportunities for engagement with the community, continued use of flexible groupings to target developmental skills and time to collaborate with other early childhood providers.

## District Strategic Objectives

Strategic Objectives			
<b>Educator Growth:</b> Educators demonstrate continual growth and professional collaboration built on a shared vision of effective teaching.	<b>Curriculum:</b> Curriculum is engaging, provides appropriate cognitive demand and supports the academic, creative, social and emotional development of all students.	<b>Instruction:</b> Instruction is student centered and focused on the engagement, achievement, and development of all learners.	<b>Assessment and Data:</b> 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

What has been done? Students continue to be engaged and excited in conversations about their learning. Preschool students are involved in leading circle, choosing table top activities and deciding upon dramatic play themes/activities. Two students from each class were randomly selected to lead their own conferences with their parents. These students had opportunities in class to practice sharing their portfolios and

describing learning centers within the classroom. This year the teachers focused on increasing parent involvement and participation in the classrooms. Each class offered weekly opportunities for parents to lead an activity, read a book and/or share information about their occupation or interest.

Next steps/recommendations: The preschool will establish opportunities to connect within other member groups of the community. Lynn Fagan will attend a meeting with the Council on Aging to share about the Lincoln Preschool, establish relationships and determine a schedule for the coming school year. Based on parent feedback, opportunities for parental involvement will be offered and scheduled to meet the needs of the classrooms.

Goal 1 Action Step

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Determine current opportunities for student ownership and engagement within the Lincoln community within the preschool.	Refining	The preschool has established a detailed list of opportunities that are available to students as part of our curriculum.	Complete an annual assessment to find opportunities for student choice and ideas based on the experiences and needs of the group.
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.	Initiated	Due to the schedule, curriculum and other goals, the preschool was not able to focus on this goal.  Parents were encouraged to observe and interact in their child's classroom throughout the year.	Lynn Fagan will be attending a meeting on May 18 <sup>th</sup> at the Council on Aging to discuss the Lincoln Preschool and explore opportunities for preschool and community engagement this coming school year.

Pilot of student led parent/ teacher conferences	Established/ Refining	Two students from each class were randomly selected to lead the conference with their parents. The students practiced sharing their portfolios and describing learning centers within their classrooms.	The preschool will be meeting to focus on the priorities of the district for the next year and determine the viability of continuing and/or expanding the implementation of student lead conferences.
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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.

What has been done? Students participated in observations/assessments of literacy skills in the fall. The observation tools were introduced during last year’s professional development that focused on preschool literacy development. The preschoolers were grouped based on their areas of need and areas of growth in letter recognition and letter formation. Classroom teachers and other preschool providers (including the Intensive Skills Teacher and the Certified Occupational Therapy Assistant) worked with groups of students one to three times per week. The students were able to move between groups based on their development and the completion of the observation tools by their classroom teacher.

Next steps/recommendations: The Lincoln Preschool classes will continue the use of the observation tools to determine the literacy needs of the students. The preschool coordinator will be meeting with the primary school principals regarding the specialist schedule. The optimal plan would be a consistent intervention block for all classes to maximize efficiency and reduce the need for rescheduling by providers throughout the year.

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Assessment of student literacy skills through the use of observation tools.	Established/ Refining	Student assessments were completed and determined areas of strength and need in the area of letter recognition and formation. Students were able to move within the groups based on periodic completion of the literacy observation tool.	Continued use of the observation tools in additional areas of literacy based on implementation of the literacy tools.
Implementation of intervention blocks to support students identified at risk and those demonstrating higher level skills (beyond age level expectations.)	Established/ Refining	Based on the results of the observation tools, students were placed in groups to receive additional support in letter recognition and/or letter formation.	Continuation of flexible groupings to meet the needs of students in the areas of literacy and math.

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.

What has been done? The coordinators and principals worked to establish two professional development afternoons for the preschool and kindergarten faculty. The initial meeting was focused on the groups learning more about each other’s programs and sharing strengths and areas of need. The second meeting was planned and organized based on the feedback from both groups. Learning objectives included aligning learning expectations for students entering kindergarten and improving the consistency of documentation for students transitioning.

Next steps/recommendations: During the collaborative sessions, many ideas and questions were brought to light that will need to be addressed in order to establish a district transition process. The participants were interested in meeting together as an early childhood group to continue discussing developmental needs and expectations.

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Collaboration with early childhood programs about best practice in supporting preschool to kindergarten transition.	Established/ Refining	The preschool and kindergarten teachers of the district had the opportunity to meet two Wednesdays to focus on early childhood education and the transition of students between the two grade levels.	Time for preschool and kindergarten to work each year as an early childhood group.
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	Established/ Refining	The groups engaged in conversation about their programs and were able to share their strengths, questions, dreams, goals and expectations. A transition timeline was drafted for consideration. Additional paperwork was shared and reviewed and in an effort to improve the documentation.	Time to work collaboratively to propose and pilot a formal transition process for the district.

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.

