



School Improvement Plan
End of the Year Report
Lincoln Preschool
2017-2018

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Dayna Brown	Early Childhood/Deaf and Hearing Impaired/Team Leader
Diane Mackenzie	Intensive Skills Teacher
Maureen Cullen	Early Childhood/Special Education
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Jennifer Wakeling	Early Childhood/Special Education
Lynne Cushing	Early Childhood/Special Education
Katherine Tempinski	Early Childhood/Special Education
Jannette Steed	Speech/Language Pathologist
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School Council Members

Jing Su- Preschool Parent
Steven Massaquoi-Preschool Parent
Dori Fishbone-Occupational Therapist and Preschool Parent
Diane Mackenzie-Intensive Skills Teacher, Lincoln/Hanscom Campus
Lynn Fagan-Preschool Coordinator

During the 2017-2018 school year, team members of the Lincoln Preschool were focused on two goals in preparation for a reorganization of the preschool model. The opportunity to organize the preschool program has been provided by the new primary school building at Hanscom. The Lincoln Preschool has demonstrated pride in being the one grade level in the district that has both Hanscom and Lincoln students in the same classrooms. With the opening of the new school building, the students from each campus will be attending respective programs on each campus (Lincoln and Hanscom.) The team is required to provide specialized instruction for students on both campuses in the least restrictive environment with typically developing peers. Both programs have students that range in age from 2.9 years through five years old, with students of all ages transitioning into the program throughout the school year from Early Intervention or move-ins to Hanscom Air Force Base. The preschool faculty engaged in exercises to support a shared vision as well as a study of other integrated preschool programs including scheduling and delivery of instruction/programming. The use of collaborative practices supports preschool teachers and related service providers in the analysis of student evidence and work in order to provide immediate information about how to adapt instruction to meet the student’s learning.

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: To support preschool educators in a comprehensive study of preschool programming to determine a model that best meets the needs of the preschool population in preparation of the new neighborhood at Hanscom Primary School.
- Goal #2: To support the preschool educators in engaging in collaborative practices that are focused on optimizing student learning in our current settings and as we prepare for the new primary school facility.

School Based Action Plan

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 1: To support preschool educators in a comprehensive study of preschool programming to determine a model that best meets the needs of the preschool population in preparation of the new neighborhood at Hanscom Primary School.

What has been done? The preschool team worked together to identify and prioritize the crucial elements that they value in an early childhood program including those that exist in our current model and those that they envision would benefit the students within our program. Over the course of many team meetings, the faculty engaged in rigorous dialogue about how these elements may be reflected within the preschool day as well as how to balance those elements that may be in conflict. One conversation focused on the process in supporting students learning rather than the end results. The faculty established agendas and incorporated the use of protocols to support the collaborative process. Team members were able to identify the factors that may be preventing our current model from implementing all factors that we feel will benefit students. For example, incorporating more individualized schedules for students with more intense special education needs including more time out of inclusion setting to focus on identified learning objectives. The team completed an in-depth study of preschool programs including philosophy, scheduling, evaluation/screenings, parent involvement and transitions.

Next steps/recommendations: The preschool team was successful in identifying desired program elements and completing a study of programming both public and sub-separate. Members of the faculty completed two observations and are scheduled to observe two additional programs prior to the end of the school year. Due to the unique needs of special education students within our program and the unexpected resignation of three staff, observations were challenging to schedule. A preschool model cannot be recommended until the observations are complete and the faculty engage in a consensus protocol. These activities (observations and consensus protocol) have been scheduled for the fall of 2018.

Goal 1 Action Step

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next Steps
Define the components of an integrated preschool model	Established	The preschool has identified components of an integrated preschool model that supports the specialized instruction needs of students.	Share the identified components with additional members of the preschool team including but not limited to the preschool related service providers and with the entire parent community.
Survey program models of neighboring districts including visits and observations	Developing	The preschool has researched neighboring preschool programs and been in contact with members of their administrative/teaching teams. These elements are included on a google drive for comparison. Visits to two programs have been completed.	Additional observations and visits are scheduled to take place in the fall of 2018. The observations will include opportunities to speak with the early childhood teachers and administrators.
Recommendation of a new preschool program model that incorporates the components of an inclusive program in order to meet the expectations of the preschool community	Initiated	The components of the preschool program have been identified that are in alignment with the expectations of the preschool community.	A recommendation for a preschool program model will be made upon completion of the observations and visits with area preschool programs.

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: To support the preschool educators in engaging in collaborative practices that are focused on optimizing student learning in our current settings and as we prepare for the new primary school facility.

What has been done? The preschool team engaged in collaborative practice meetings throughout the school year with a focus on sharing student work in effort of planning lessons that are student centered. The teachers implemented formative assessments in the areas of letter identification, letter formation and name identification. The teachers identified ways that learning targets would be shared with specialists (art, music, PE/Wellness), related service providers (OT, PT, speech) and with parents. At the beginning of the school year, the teachers were focused on having students advocate for themselves and seek help from adults when necessary and initiate play with other children.

Recommendations: The preschool teachers are interested in establishing lessons that are engaging for students and incorporate the elements of authentic learning. Students have participated in real life situations in the dramatic play area that focus on independence, leadership and engagement. The preschool would like to move forward with a focus on creating lessons that use variable groupings (across classrooms) to complete lessons that engage students with problems that incorporate science, math and ELA.

Goal 2 Action Step

Activities What is going to be done to address this goal?	Status	Outcomes	Possible Next steps
Preschool faculty will work as a Collaborative Practice group to determine a goal that is focused on student learning and involves formative assessment.	Refining	Goal was established with a focus on letter identification, letter formation and name identification.	Review notes from the Collaborative Practice work this year to support the identification of student learning goals for the upcoming school year. A possible area of need that contributed to challenges this year was intense and frequent student behavior.
Preschool faculty will present their Collaborative Practices work to groups of related service providers of the preschool (Occupational therapy, physical therapy, speech/language therapy, psychologist)	Developing	Collaborative Practice information was shared with related service providers on an inconsistent basis through meetings regarding student need, word of mouth and occasionally during Collaborative Practice meetings.	The preschool faculty continue to feel that it is important to share their work with other members of the support team. Time needs to be identified prior to the school year starting so that all related service providers to the preschool can be in attendance at these Collaborative team meetings.