



School Improvement Plan  
Lincoln Preschool  
2018-2019

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**Assessment of School Strengths and Areas of Focus:**

The Lincoln Preschool program continues to focus on meeting the developmental needs of our preschool students including providing supports for the changing profiles of the children and families we serve. The faculty of the Lincoln Preschool focused on two goals during the past year: a comprehensive study of the preschool programming to determine a model program and supporting educators in engaging and implementing collaborative practices.

During the upcoming year, the preschool team will continue to further define and propose a model program for implementation in the 2019-2020 school year. The preschool team has already identified and prioritized the crucial elements of an early childhood program including those that exist in our current model and those that they envision would benefit the students within our program. The team understands the two critical elements that will drive decision making processes with the preschool model to be special education law and the contract with the Department of Defense Education Activity. The preschool team members have also been clear in identifying the limitations of our current model in order to be able to implement a variety programming /services to meet the needs of all our students in our neighborhood schools. For example, providing more individualized programming for students based on their needs. As a result of this program study, the Lincoln Preschool is recommending the creation of a self-contained classroom.

The preschool team will continue to improve their use of collaborative practices in supporting student growth and development during this school year. The preschool team has expressed interest in creating lessons that utilize variable groupings to achieve learning targets and engage students with multi-disciplinary subject areas.

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 continued exploration of preschool program models, supporting parents in supporting children’s social emotional development and consistent practices and strategies for English Learning (EL) students in the preschool. With the opening of the new Hanscom Primary School in 2019, the preschool is looking forward to recommending and preparing for implementation of a new Preschool Model for the Hanscom students and families.

**District Strategic Objectives**

Strategic Objectives			
<b>Educator Growth:</b> Educators demonstrate continual growth, professional collaboration, innovation, and risk-taking built on a shared vision of effective teaching and practices, and equity for all students.	<b>Curriculum:</b> Curriculum is engaging, provides high cognitive demand and supports the creative, social and emotional development and academic growth of all learners.	<b>Instruction:</b> Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners.	<b>Equity and Culture:</b> Educators and students work together to build a school culture that values, respects and responds to students’ identities, and develops the social and emotional well-being of all students.

**School-Based Goals:**

- Goal #1: Complete a comprehensive review process in order to recommend a model that best meets the needs of the preschool population utilizing the new preschool neighborhood at Hanscom Primary School.

- Goal #2: Support the consistent use of strategies, between home and school, to address the social and emotional development of students.
- Goal #3: Support English Learners (EL) in the preschool through the use of instructional practices and strategies designed to support second language learners.

**School-Based Action Plan**

**District Strategic Objective:** Develop and deepen instructional practices and strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students’ identities, voices and individual needs (C1).

Goal #1: Complete a comprehensive review process in order to recommend a model that best meets the needs of the preschool population utilizing the new preschool neighborhood at Hanscom Primary School.

**Goal 1 Action Step**

Outcomes	Outputs; Products	Measures	Individuals Involved	Timeframe
The preschool will make a recommendation to the Superintendent and the School Committee about the program structure for the preschool to be implemented in September 2019. The model will include alignment with the district’s contract with the Department of Defense Education Activity and, adherence with special education law and Child Find requirements.	Review the information collected last year regarding different possible preschool models (programmatic options and scheduling)  Administer parent survey and complete observations of identified preschool programs with the intent of identifying best practices	Analysis of parent surveys to determine whether the preliminary plan for preschool programming meets the identified priorities.	Preschool Coordinator, Preschool faculty	September 2018

Goal 1 Action Step, Continued

Outcomes	Outputs; Products	Measures	Individuals Involved	Timeframe
Recommendation of a preschool program model that incorporates the components of an inclusive program in order to meet the needs of the preschool community	Using collaborative practice and facilitated leadership principles, come to a consensus on a model that meets the needs of the preschool students and community  Establish and implement process for preschool staffing decisions for the Lincoln and Hanscom campuses  Correspondence with families about the programmatic options for the 2018-2019 school year	A completed and approved Preschool Program Plan.	Preschool Coordinator, Preschool faculty	January-June 2019

**District Strategic Objective:** Develop and deepen instructional practices and strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students' identities, voices and individual needs (C1)

**Goal #2:** Support the consistent use of strategies, between home and school, to address the social and emotional development of students.

**Goal 2 Action Step**

Outcomes	Outputs; Products	Measures	Individuals Involved	Timeframe
A shared understanding of social emotional development between parents and teachers will result in improved outcomes for students.	Create a bank of resources/ teaching tools for parents to access online including but not limited to fliers, videos, visuals and stories.	Feedback from participants and teachers regarding the effectiveness of resources for parents	Preschool Coordinator, Preschool faculty	October 2018- June 2019

Goal 2 Action Step, Continued

Outcomes	Outputs; Products	Measures	Individuals Involved	Timeframe
Parent/teacher conferences focus on sharing specific information about students' school growth and development.	Offer parent clinics with professional support including district faculty and outside consultants	A menu of options available online (preschool website) that parents can access regarding student growth and development (including play skills, social/communication, etc.)		

**District Strategic Objective:** Develop and deepen instructional practices and strategies that lead to engagement and high-quality learning that supports the academic and social emotional development of all learners, while recognizing students' identities, voices and individual needs (C1)

Goal #3: Support English Learners (EL) in the preschool through the use of instructional practices and strategies designed to support second language learners.

**Goal 3 Action Step**

Outcomes	Outputs; Products	Measures	Individuals Involved	Timeframe
Preschool students that are bilingual or are not primary English speakers will be clearly identified and receive consistent support from preschool faculty prior to transitioning to the kindergarten.	Complete surveys, identify students and gather assessment data in order to determine areas of needs and questions regarding the preschool EL population.  Seek consultations with EL district faculty staff and identify key strategies to implement over short time intervals.	Documentation of strategy implementation indicates level of progress and impact for students.	Preschool Coordinator Preschool Faculty EL district faculty	October-December 2018

Goal 3 Action Step, Continued

Outcomes	Outputs; Products	Measures	Individuals Involved	Timeframe
<p>Faculty feel confident connecting with families, communicating effectively with them and supporting them in understanding school for their children.</p>	<p>Provide intervention blocks for EL students utilizing identified key strategies.</p> <p>Ongoing consultation from EL district faculty</p> <p>Identify ongoing opportunities to explore the intersectionality and differences of EL students (development versus disability)</p> <p>Reflect on the learning of the year and codify practices that the team wants to continue to use in the coming year as well as adjustments to processes that could be beneficial.</p>	<p>Survey from faculty after professional development opportunities</p>	<p>Preschool Coordinator Preschool Faculty EL district faculty</p>	<p>October 2018- June 2019</p>