



School Improvement Plan
End-of-Year Report
Lincoln Preschool
2018-2019

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During the 2018-2019 school year, the Lincoln Preschool set three goals based on feedback from parents and teachers. The primary goal for the preschool was to engage in a study of preschool programming, that would determine a model that best meets the needs of our student population in preparation of the new preschool neighborhood and the addition of paraprofessionals to support a self-contained classroom.

An improvement initiative was proposed and approved to establish a self-contained classroom within the Lincoln Preschool in order to meet the more individualized special education needs of students that have had challenges in the inclusion classrooms of the program. The development of the program will be driven by student needs and trends based on student profiles. The program's vision of a self-contained classroom is to provide opportunities for modified schedules and inclusion within the preschool classrooms. Instruction will be provided individually and/or in small groups to preview, review and reinforce skills.

The students who are recommended for this program require a high to moderate level of support due to: decreased communication skills, challenges with social interactions, difficulties following large group directions and routines, difficulty adjusting to changes that occur in the typical day and challenges regulating sensory stimuli.

The possible benefits of the self-contained classroom include: the ability to educate students in the least restrictive environment within their community, an increase in the continuum of services within the school district, the reduction of students that require substantially separate programming and potential placement for students currently out of district.

The preschool team established an improvement goal to address the needs of our dual language learners. After professional development, the team was able to articulate methods for preparing our students for kindergarten using evidenced based language models and transition strategies. The team continues to engage in conversations regarding bilingualism and developmental delays. The team determined a need to provide additional supports to parents and focused on a bank of resources and parent clinics.

District Strategic Objectives

Strategic Objectives			
Educator Growth: 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.	Curriculum: Curriculum is engaging, provides high cognitive demand and supports the creative, social and emotional development and academic growth of all learners.	Instruction: Instruction is student centered and focused on the engagement, achievement, and social and emotional development of all learners.	Assessment and Data: 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).

School Based 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.

What has been done? During the past year and a half, the Lincoln Preschool engaged in a comprehensive study of preschool programming (September 2017-December 2019.) Preschool educators were tasked with recommending a preschool model that best meets the needs of the preschool population in preparation of the new neighborhood at Hanscom Primary School. The team worked collaboratively to identify required elements and priorities of a preschool program and identify new elements that would further support student growth and learning.

The Lincoln Preschool team had the opportunity to engage in discussions, research preschool programming and observe in area preschools. The teachers began the process by identifying the program's current areas of strength and areas of growth/need.

Observations were scheduled in inclusion preschool programs in neighboring districts. For programs that were not observed, the faculty and Preschool Coordinator conducted interviews of preschool teams and Early Childhood Coordinators respectively. The interview consisted of pre-determined questions in order to ensure continuity. Information collected from parent feedback forms, parent surveys and faculty surveys were utilized in determining the needs of stakeholders and in making recommendations for the new preschool model.

Surveys completed by faculty and staff indicated overall excitement about the opportunities that the new facility and schedule will provide students, families and teachers. Surveys included comments about the ability “to keep students in their own neighborhood school, easing the transition into kindergarten” and providing “A space that feels inclusive and encourages teachers to team and collaboratively work as one.” The preschool teachers specifically expressed that the facility would help support the transition process to kindergarten.

It was noted that there were many similarities between the faculty and parent/guardian surveys. Both indicated support of continuing half day sessions, the provision of specials, classes being multi-age, inclusion programming and the focus on student growth. Parents felt that the teachers and the play based learning model were particular strengths of the program. They were interested in having a longer day option on the Hanscom campus. In addition, they were interested in the program offering a pick-up/drop-off line that would not require parents walking their students to class.

Next Steps/Recommendations

In the process of completing the study, specific action steps were identified that will need to be addressed prior to the move in order to ensure a successful transition. It was determined that there is a need for specialists to be scheduled between 11-12 two times per week so that all preschool teachers on the Hanscom campus can meet (fulfilling the contractual obligation of common planning time two times per week for 45 minutes.) Two of the five classrooms already have this time built in their schedules when students are not in the classroom. It would require specials for two to three of the classrooms at this same time. The preschool meeting schedule for evaluation teams will need to be organized to be in alignment with the district. The preschool team currently conducts team meetings on Mondays however there will be a need to have team meetings occur on both campuses (Lincoln and Hanscom.) The evaluation teams that attend the meetings are shared with the primary and middle schools therefore it is important that the coordinators and Administrator of Student Services create a schedule for seamless implementation.

Goal 1 Action Step

Activities <i>What is going to be done to address this goal?</i>	Status	Outcomes	Possible Next Steps
Using collaborative practice and facilitated	Established	The team was able to gain an increased understanding of many components: programming that is offered by neighboring districts and	Prepare to move to the new facility at Hanscom Air Force Base.

leadership principles, come to a consensus on a model that meets the needs of the preschool students and community		input from our parent/ community regarding current programming and what they would like to see offered in the future. The team benefited from hearing from other preschool professionals and parents as they expressed that our preschool is a model program. It was an opportunity to reaffirm the programmatic components of our existing preschool model and the benefits to our students and the community.	Continue to focus on collaborative teaming and implementation in the new preschool neighborhood Continue to explore options for programming and scheduling to support student need
Establish and implement process for preschool staffing decisions for the Lincoln and Hanscom campuses	Established	Teachers were provided with a timeline outlining the process for providing their input about faculty placement.	The decisions regarding faculty placement will be shared with district colleagues and the preschool community.
Correspondence with families about the programmatic options for the 2018-2019 school year	Established	Letters were sent to all Lincoln and Hanscom families that have expressed interest in the Lincoln Preschool.	Communication to parents regarding individual placement for their child and procedures related to drop off and pick up at the preschool.

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)

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

What has been done? Resources have been collected and provided to parents as needed throughout this school year. A limited sampling is currently on the Lincoln Preschool website however to date it has only included visuals and social stories. Consultations with outside providers have taken place this year on an as needed basis but not offered to the larger preschool community.

Recommendations: The Lincoln Preschool website will need to be reorganized in order to support family use of posted resources. The faculty need to record more videos to share with parents related to play and behavior.

Goal 2 Action Step

Activities <i>What is going to be done to address this goal?</i>	Status	Outcomes	Possible Next steps
Create a bank of resources/teaching tools for parents to access online including but not limited to fliers, videos, visuals and stories.	Initiating	A bank of resources has been organized for parents to access in order to support generalization of social emotional goals. At this time, the resources are limited to visuals and stories.	Research options for creating and uploading videos to the preschool website
Offer parent clinics with professional support including district faculty and outside consultants	Developing	Individual parent clinics were implemented during this school year based on student/family need.	Schedule clinics to offer to the larger preschool community

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)

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

What has been done? The Lincoln Preschool participated in a full day professional workshop with Lauren Harrison of the Multistate Association for Bilingual Education on Institute Day. The team engaged in a book study, *One Child, Two Languages*. A focus of the day was based on an article regarding evidenced based language models and transition strategies to promote kindergarten readiness in dual language learners. The team also engaged in a lengthy discussion regarding bilingualism and developmental delays. As a result of the professional development, the preschool teachers have made changes within the preschool classrooms including how dual language learners receive instruction.

Recommendations: The team would like to explore the possibility of a district wide initiative to promote bilingualism as a gift. Local districts have been successful in engaging parents, teachers and students in supporting dual language learners when the same language and strategies are utilized throughout the curriculum. In addition, the team is excited about providing services to preschool dual language learners in the new preschool neighborhood at Hanscom.

Goal 3 Action Step

Activities <i>What is going to be done to address this goal?</i>	Status	Outcomes	Possible Next steps
Complete surveys, identify students and gather assessment data in order to determine areas of needs and questions regarding the preschool EL population.	Developing	Home language surveys were completed (100% completed at Hanscom, 85% at Lincoln.) Ongoing list of students were established. Areas of need were identified.	It was recommended that we have one faculty member serve as a lead/ point person at the preschool to support the process each year in a timely manner.
Seek consultations with EL district faculty staff and identify key strategies to implement over short time intervals.	Developing	Institute Day provided faculty with useful information regarding dual language learners. The majority of classrooms are using the information and have implemented different strategies to support students and families. It has been noted that there has been a difference in opinion between preschool teachers and evaluation team members about how to approach specific cases.	It would be helpful for all related service providers at the preschool to be provided the content and possible PD opportunities similar to that of Institute Day for the preschool.
Provide intervention blocks for EL students utilizing identified key strategies.	Developing	EL students were exposed to key strategies within station time in their classrooms.	The preschool plans to use the new schedule and building space to provide more consistent opportunities for intervention across the preschool community.
Ongoing consultation from EL district faculty	Initiating	All consultation during this school year was at the Central Office Administration level.	Information regarding supports and strategies utilized with EL students at the preschool level will be shared with kindergarten faculty through the transition reports. The Preschool Coordinator will implement the revised process for completing home language surveys as outlined by the Assistant Superintendent during the 2019-2020 school year.

Identify ongoing opportunities to explore the intersectionality and differences of EL students (development versus disability)	Initiating	Development versus disability is an ongoing conversation amongst the preschool evaluation team.	Engage district wide faculty in a discussion regarding development versus disability
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.	Initiating	Through the professional development and book study completed on Institute Day, the preschool faculty identified best practices and those they would like to implement moving forward	Consistent implementation of process; communication with district faculty; reflection on process; identification of strategies to improve the process