



Early Childhood Center

School Improvement Plan 2019-2020

I. Comprehensive Needs Assessment

- Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, etc.).

Classrooms at the Salem Early Childhood Center are designed to meet the needs of three, four and five-year-old students. Peer partners and children with special needs learn side by side. The implementation of specialized interventions occur naturally without disrupting the curriculum and educational routines of the classroom.

The Early Childhood Program currently services 95 students. Approximately 58 of these students have been identified as a student with a disability. Of the 95 students there are 24 classified Hispanic, 15 as low income and 6 that have been identified ELL (the ELL number is difficult to calculate at the early childhood center due to the large number of students with disabilities who are non-verbal or are difficult to test so this number may be an underestimate). Demographic information recently gathered shows the following breakdown...

*Caucasian - 71

*African/American - 8

*African/American & Caucasian - 7

*African/American, Caucasian, Native American - 0

*Caucasian, African/American - 0

*Asian - 7

*Asian, Caucasian - 1

*Caucasian, Native American - 1

- Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involved all members of the school community (including representatives from regular education, special education, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

Data for a preschool needs assessment does not include traditional school measures of school based need such as MCAS or other summative assessment measures. The ECC is by design a school for preschoolers with significant learning needs, and where appropriate their non-disabled peers. A kindergarten classroom was added to the program this school year. A small percentage of these students are also designated as LEP.

The data utilized for the ECC needs assessment originates from the strategic planning process and the Preschool Workgroup. This work group identified better alignment with district-wide K structures and curriculum initiatives as a key area for growth. Based upon the strategic planning process, and in combination with the school's focus on continual improvement in the area of specialized instruction, this SIP will focus on the continued implementation of Foundations Phonics Program as a part of the improved alignment of ECC/Kindergarten enrollment structures. The ECC will also continue its work on improved family engagement by implementing opportunities for parents to volunteer at the program and by training staff to recognize the signs and effects of trauma in the lives of our families and students and its impact on

the overall progress our students are making in the curriculum. And by implementing a program wide social emotional curriculum.

II. School Data Profile

The Early Childhood Center students do not participate in MCAS testing.

III. Data Analysis

- Provide a succinct analysis of the data. Be sure to address subgroups in the review.

English Language Arts/Literacy	
Strengths	Successful implementation of Foundations Phonics curriculum. New staff received initial training and are ready to begin implementation with support from their colleagues.
Challenges	Continuing with the level of commitment and enthusiasm in its daily implementation.
Opportunities	Training with staff regarding expanding the Foundations curriculum across the curriculum with the sharing of further enhancements at PLC's and staff meetings.

Mathematics	
Strengths	Math concepts are integrated into the overall curriculum.
Challenges	Ensuring time for the new Kindergarten teacher to learn a new math curriculum.
Opportunities	The ability to incorporate math into all aspects of the day and all of the interest centers in classrooms.

Science	
Strengths	
Challenges	
Opportunities	

School Culture	
Strengths	Successful implementation of PBIS across the school environment and the overall commitment shown by the staff to provide consistency in behavior management techniques throughout the ECC.
Challenges	

	Our population can be labor intensive and have challenging behaviors and physical needs which takes its toll on the staff. This can bring down the school culture quickly.
Opportunities	Expanding on last year's work one of this year's school goals will be to provide continued training with staff and give them resources to support their work with challenging behaviors and the level of trauma that their young students and families experience. Expanding the role of the City Connects/School Adjustment Counselor role to support the implementation of a social emotional curriculum to support all students and staff.

Attendance	
Strengths	Student attendance is strong. Most parents see the value in the preschool curriculum as a chance to expose their children to the introductory skills needed to be successful in school. The parents of students who require special education services value the progress that their children make in areas that are a challenge in hopes that they are better prepared for the rigor of kindergarten.
Challenges	While student attendance is strong, keeping staff healthy and from burning out can be a challenge. Months that can be very challenging are May and June when many use 2-3 personal days as opposed to spreading out their use over time. Our population can be labor intensive and have challenging behaviors and physical needs which takes its toll on the staff.
Opportunities	One of this year's school goals will be to provide additional training to staff and give them resources to support their work with challenging behaviors and the level of trauma that their young students and families experience.

Family & Community Engagement	
Strengths	Use of PBIS and literacy to promote successful parent events and engagement. Take home activities created and sent home to promote home carryover and to educate parents on preschool curriculum standards. Creation of an ECC Facebook page to document children's school activities and as a means of communication with the families has been successful. Changes made to our events including the special olympics expanded our efforts to be inclusive of all of our children has shown an increase in parent attendance at parent events.
Challenges	Full participation by every family.
Opportunities	Expand opportunities for parents to interact in their child's classroom and the day to day activities. Improve our offerings to be inclusive of cultural and family differences

IV. School Action Plan

- Based on the current comprehensive needs assessment, provide a prioritized list the targeted areas to be addressed this year in the school-wide plan.
- Express these priorities as **Strategic Objectives**. Sample strategic objective: Implement data cycles that include regular use of student level data to inform instruction to meet the needs of all English language learners.
- Strategic objectives should reflect district priorities and statewide improvement targets:
 - **District Priorities**
 - Instructional Priorities
 - Creating Welcoming and Affirming Learning Environments
 - Supporting Meaningful Interactions
 - Providing Comprehensible Input
 - Adapting Texts
 - Supporting Family & Community Engagement
 - Maintaining Safe & Supportive Schools
 - **Statewide Improvement Targets**
 - Academic targets for ELA, Math and Science

- Attendance
- Improving the learning of our lowest performing students
- Advanced coursework completion (high schools)
- Graduation and dropout rates (high schools)

COPY AND PASTE the table below for each Strategic Objective in your SIP.

Add or delete rows as needed based on the number of action steps.

Strategic Objective: Engaging in Standards-Based Instruction for All (ELA)

Action Steps	Lead	Start	Complete
Continued Implementation of Foundations Phonics Curriculum including writing component	Director	Sept. 2019	June 2020
Expansion activities to provide literacy opportunities across the curriculum areas and content.	Director and Teaching staff	Sept. 2019	June 2020
Adapting text for students ELL students, and for those with disabilities such as vision issues. Adapt text and classroom visuals to include spanish translations, braille and signs to meet the diverse needs of our student population	Director and Specialists	Sept. 2019	June 2020
Collect individual data for all students on literacy and numeracy skills based on the use of a common assessment tool three times per school year to measure progress.	Director /Teachers	Sept. 2019	June 2020
Use data collected on literacy and numeracy skills from individual students to create an excel spreadsheet that will track this data for all three, four and five year old students. Analyze data to determine progress by age group, classroom and for the whole school.	Director / BCBA	Sept 2019	June 2020
<p>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</p> <p>The Foundations curriculum used at the preschool level is intended for exposure and readiness for kindergarten and is not assessed at this level. We have adopted the school wide use of a data collection tool that matches the categories on our preschool report card. This tool is used twice a year and data such as letter recognition and other reading readiness skills are measured and reported to each child’s parents. As we are measuring data for 3, 4 and 5 year old children with and without disabilities at their developmental level it is difficult to give an overall measurement of progress at the school level.</p>			

Strategic Objective: Structures to Support Academic & Social-Emotional Needs

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> • Choose and implement a social emotional curriculum to support the needs of our students giving them the emotional support they need to fully access the school day and the curriculum. 	City Connects Coordinator and Director	Sept. 2019	Sept 2019
<ul style="list-style-type: none"> • Pilot chosen SEL curriculum in two classroom for 25 mins per week for 10 weeks. Meet to discuss implementation and brainstorm any changes that need to be made and implementation plan for the other 8 classrooms. 	City Connects Coordinator	October 2019	December 2019
<ul style="list-style-type: none"> • Train staff on the SEL tool and implementation. Begin implementation in each classroom. 	City Connects/ SAC	December 2019	June 2020

<ul style="list-style-type: none"> Continue staff training on Trauma Informed Care and give staff the tools they need to support themselves from burnout and to support the children so that they can access the curriculum and have more success in the school setting. 	Director and Children Friend and Family Services	Nov. 2019	June 2020
<ul style="list-style-type: none"> Provide parents the opportunity to join the City Connects Student Support Team meetings by attending SST meetings and discussing their child's need for support in the school setting and brainstorming solutions and smart goals to address the problem. 	City Connects Coordinator	Sept 2019	June 2020
<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> 			
<p>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</p> <ul style="list-style-type: none"> Add SEL curriculum implementation to the regular staff meeting schedule for discussion and brainstorm around effectiveness and ways to improve it within the classroom setting. Analyze incident report data to look for trends and number and track progress over time. Teachers keep behavior data on individual students that is reviewed with the school BCBA and/or City Connects Coordinator on a monthly basis at classroom team consultation meetings. During these meetings the data for individual students is reviewed and trends are reflected in their goals and behavior plans. 			

Strategic Objective: Engaging Families and Welcoming Environments

Action Steps	Lead	Start	Complete
<ul style="list-style-type: none"> Invite parents and students to an orientation before the first day of school to provide families the opportunity to see their child's classroom and meet the teacher 	Director/teaching team	Sept 6, 2019	Sept 6, 2019
<ul style="list-style-type: none"> Review school procedures (provide a written document), school enrollment forms, tuition policy and daily activities and curriculum with parents and provide time to ask questions and fill out forms. Provide parents with a survey to seek information about their child's likes, dislikes, curriculum expectations and best modes of communication. 	Teachers	Sept 6, 2019	Sept 13, 2019
<ul style="list-style-type: none"> Invite parents and children to periodically scheduled events and activities that showcase the work of their children or that give parents the opportunity to engage with their child in a school activity such as Thanksgiving Literacy Event, Special Olympics, Moving on Ceremony etc 	Director and PBIS Team	Sept 2019	June 2020
<ul style="list-style-type: none"> Provide opportunities for parents and other community members to volunteer in the classroom in a structured activity. Parents will be surveyed to determine what level of participation they would like to offer or have during the school day. Opportunities such as classroom readers, support with prep of materials or support during events will be given as ideas for participation. 	Director and classroom teachers	Sept 2019	June 2020

<ul style="list-style-type: none"> Opportunities for families to share background and cultural practices will be presented during the holidays so that parents may have the opportunity to share and showcase their cultural traditions with the students at the ECC 	Director, Teachers and parents	December 2019	January 2020
<ul style="list-style-type: none"> Take home activities with materials to provide parents an opportunity to work with their child on a school type project which will provide parents with information as to the educational benefits, curriculum standard it addresses and the academic skill it will translate into for in Kindergarten 	Classroom teachers	October 2019	June 2020
<ul style="list-style-type: none"> Provide increased presence of the City Connects Coordinator beginning with a registration table and information given at orientation to provide parents a connection to this service beginning on the first day of school. 	City Connects	Sept 2019	June 2020
<ul style="list-style-type: none"> Increase the number of spanish speaking staff to enhance the cultural and linguistic diversity to the ECC including the new office clerk, the school nurse, the BCBA, behavior specialist, bi-lingual speech therapist and new preschool teacher. 	Director	Sept 2019	June 2020
<p>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</p> <ul style="list-style-type: none"> Parent attendance was tracked at the Parent/Child orientation and will be taken at future events providing an accurate picture of how many families attend events. Opportunities for parent feedback are also given. Feedback is analyzed and changes are made based on this feedback. City Connect Coordinator tracks data on parent participation and referrals for services so that we may better serve families at the ECC and meet their needs. 			

Strategic Objective:

Action Steps	Lead	Start	Complete
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<p>What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?</p> <ul style="list-style-type: none"> 			

V. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human

Capital Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

VI. Professional Development Plan

a. District Professional Development Plan

b. School-based Professional Development Plan

https://docs.google.com/document/d/1Uan7h6LwtyW1_X927_H6nLP6rE6t5Yn2Hc-Oldsvn5o/edit

VII. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd to tap into a large pool of qualified applicants. We convene a committee conduct interviews. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

VIII. Parent Involvement

Describe how parents will be involved in the design, implementation, and evaluation of the school-wide program.

Data will be gathered during the month of September to gain information from parents about their child (likes, dislikes, fears, etc), the most effective way to communicate with each family and their expectations/learning goals for their preschool student. The data gathered regarding learning goals will help determined the focus of family engagement activities that will extend the student learning into the home and will support the ECC's efforts to educate the parents about preschool curriculum, learning standards for this age group and the connections between preschool pre-academics and readiness as a strong foundation for when their student enters kindergarten. To monitor progress and adjust practice, if needed, we plan to survey the parents at Parent/Teacher conferences and again at the end of the school year.

Describe how parents will receive timely information about the Title I program (K-8 schools only); how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education. Note the data of the parent/guardian meeting where Title I information will be provided to families.

List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan).

Describe the yearly parental evaluation of the school-wide program and how this information is used to improve the plan .

IX. Kindergarten Transition Plan (K-5 and K-8 schools only)

Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

This year, Family Engagement Facilitators are reaching out to all early childhood programs in the area to collect transition forms for each child. They have offered to visit each site to form a partnership with sending programs. Our school also...

X. Shared Leadership Practices

Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.

XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)

Describe structures, staffing models, and practices to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

XII. Coordination and integration of federal, state and local services and programs

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.