

EARLY CHILDHOOD CENTER

School Improvement Plan

2015-2016

School Improvement Team

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TBD

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School Vision and Mission

Lynn Public Schools Vision: All Lynn students will graduate from high school with the skills to make informed choices and pursue further learning as socially responsible citizens.

Mission: To continuously improve students' social, cultural, and academic achievement and provide all students with the skills, knowledge and experiences to achieve our vision.

The mission of the Early Childhood Center is to create a safe, supportive and stimulating learning environment that fosters the development of the myriad of skills necessary for every child to succeed across all content areas inclusive of social-emotional development. Ultimately, we want this positive experience to result in fostering the pursuit of lifelong learning.

We recognize that the Early Childhood Center has a responsibility to provide all students with a variety of learning opportunities and that parents/and guardians are our partners in this process.

Narrative Description of the School

Demographic Data: Include a description of the student population (subgroup status, enrollment history, attendance), administrative staff, teaching staff (including years of service, attendance, and recruitment of highly qualified teachers), and the organization of the school.

When the LPS Administration Building moved from 90 Commercial Street to 100 Bennett Street, the Early Childhood Center (ECC) was established in its former footprint to alleviate the tremendous amount of overcrowding in three of the LPSs elementary schools, Brickett, Ford and Tracy.

The Early Childhood Center opened its doors in September, 2013. Initially ECC was comprised of ten kindergartens serving approximately 210 students. From our first year to date, the size of the school and the quantity and diversity of the student population has grown tremendously.

ECC, at this moment, consists of eighteen classrooms, ten kindergartens, three Integrated Preschools, two Developmentally-Delayed Preschools, and three TEAMS (Together Educating and Advancing Multi-Handicapped Students) classrooms. Ninety-five percent of our student population is enrolled in either the preschool and/or kindergarten. Of the eighteen classrooms, ten are regular education and eight are a configuration of Special Education (SPED) classrooms.

As the charts below will attest, the percentage of students whose first language is not English and the amount of economically disadvantaged students are well above the percentage of those students both in the district and across the state of Massachusetts.

Student Enrollment

	2014	2015	2015 District
PreK	36	44	265
Kindergarten	250	231	1,222
Total	286	286	7,861

Teacher Demographic

Staff Age	2013	2014	2015	2015 District	2015 State
Under 26		9%	6%	7%	6%
26-56		70%	75%	70%	75%
Over 56		21%	29%	23%	19%
Median Yrs Experience	-	-	7	8	-
% ≥ 10 Yrs Experience	-	-	48%	45%	-

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Performance Indicators

	2014	District 2014	State 2014
Student Attendance Rate	92.5	94.0	94.9
Absent 10 or more days (%)	48.4	38.2	30.4
Chronically Absent (% with < 90%)	25.8	19.1	12.3
Student Retention Rate	0.0	4.2	1.6
Out-of-School Suspension Rate	0.0	12.0	3.9

Since PreK/Kindergarten children are not mandated to attend school, we struggle with the challenge of enforcing the importance of daily attendance. Data supports that chronic absences directly effects student achievement.

Percent of students by race and gender

	% of Students			
	2014	2015	2015 District	2015 State
African American	10.8	10.5	10.7	8.7
Asian	10.5	8.0	9.2	6.3
Hispanic	62.2	60.8	56.4	17.9
White	11.5	14.3	19.6	63.7
Multi-Race	4.9	6.3	3.8	3.1
Male	53	56	53	51
Female	47	44	47	49

Enrollment by Special Population

Demographic Group	2014	2015	2015 District	2015 State
First Language Not English	52.1	44.4	54.1	18.5
English Language Learner	28.7	29.7	18.8	8.5
Special Education	5.6	15.7	15.4	17.1
Economically Disadvantaged	-	57.7	46.2	26.3

According to SY2014-2015 data, 48% of the teaching staff at ECC have been in the profession at least 10 years. The Lynn Public Schools maintains records on each one of our teacher's highly qualified status, using federal HQ criteria. The Assistant Director of Curriculum meets with any teacher on our staff who is not qualified to create a plan for achieving this status. Assistance is provided to teachers who need to take MTEs.

The following chart reflects the growth in the size and student diversity and population over the last couple of years at the Early Childhood Center. Over the span of 2 school years, the number of classrooms has increased from 10 to 18. As a result, the number of full time staff has more than doubled (from 28 to 57), with one administrator overseeing the school.

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September '13	Mid-September '13	October '13	September '14	March '15	September '15
Principal	→	→	→	→	→
Administrative Assistant	→	→	→	→	→
Hall Monitor	→	→	→	→	→
Parent Liaison	→	→	→	→	→
ELL Specialist	→	→	→	→	→
SPED Interventionist	→	→	→	→	→
10 K Teachers	→	→	→	→	→
10 K Paraprofessionals	→	→	→	→	→
Nurse	→	→	1 (1 on 1)	1 (1 on 1)	-1
Custodian	→	→	→	→	→
.2 Adjustment Counselor	→	→	→	→	→
.2 Behavior Specialist	→	→	→	→	→
Therapists (OT, PT, Speech, Hearing)	→	→	→	→	→
Itinerant Music, Art, PE	→	→	→	→	→
6 Cafeteria Staff	→	→	→	→	→
	2 Integrated Preschool Teachers (from Sisson)	1 Integrated Preschool Teacher (from Ingalls)	3 TEAMS (from Ingalls) 3 Teachers 7 Paras (4 1:1) 2 Nurses (1 1:1)	1 Self-Contained DD Preschool 1 Teacher 1 Para	1 Self-Contained DD Preschool 1 Teacher 2 Paras
	2 Integrated PreK Paras 2 (1 on 1 Paras) (from Sisson)	1 Integrated PreK Para (from Ingalls)	→	→	
			1 ELL Specialist	→	→
			1 Reading Specialist	→	→
			1 Social Worker	→	→
			1 Floating Para	→	-1
			Adaptive PE/Health	→	→
	+ 2 Classrooms + 6 Full Time	+ 1 Classroom +2 Full Time	+ 3 Classrooms + 17 Full Time + 1 Part Time	+ 1 Classroom + 2 Full Time	+ 1 Classroom + 4 Full Time -2 Full Time
10 TOTAL CLASSROOMS STAFF 28 FULL TIME 15 PART TIME	12 TOTAL CLASSROOMS STAFF 34 FULL TIME 15 PART TIME	13 TOTAL CLASSROOMS STAFF 36 FULL TIME 15 PART TIME	16 TOTAL CLASSROOMS STAFF 53 FULL TIME 16 PART TIME	17 TOTAL CLASSROOMS STAFF 55 FULL TIME 16 PART TIME	18 TOTAL CLASSROOMS STAFF 57 FULL TIME 16 PART TIME

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School Processes Data: Include a description of the implementation of the core instructional programs for all students, students with disabilities, and English language learners and the intervention strategies designed to address the needs of at-risk students. In addition, provide information about any other initiatives being implemented in regards to curriculum, instruction, assessment, professional development, and school culture.

The Core Instructional programs that are used at the Early Childhood Center in out 10 kindergarten classrooms consist of: Go Math, Early Reading Inventory (ERI), Phonics and Friends, PATHS, and PlayWorks. Tiered instruction is provided by the classroom teacher, classroom paraprofessional, ELL specialists, reading specialist and inclusion teacher. In September the Early Screening Inventory is administered to all incoming kindergarten students. In the Fall, Winter and Spring the DIBELS is administered to all kindergarten students and the data is used to inform daily ELA classroom instruction. Teaching Strategies Gold (TSG) is an observational assessment that is administered in the Fall and Spring. It is used to collect data to provide teachers with information about all students, what they know and can do, and their strengths, needs, and interests.

Preschool teachers use the District ELA and Math Mapping and monthly themes to plan their instruction. Portfolio assessments are used to collect ongoing data on each student in the areas of ELA, Math, Science, Social Studies, Social/Emotional, and Fine/Gross Motor. Teachers use students Individual Education Programs (IEP) to provide tiered individual instruction for special education students.

The TEAMS classrooms provide individual and group instruction which also utilizes specialists including physical, occupational, speech and hearing therapists, as well as adaptive physical education.

Teachers participate in Professional Learning Time (PLT) once per month for two and one half hours. During that time professional staff collaborates to support each other with the goal of improving the implementation and on-going delivery of high quality curriculum and instruction.

In an effort to support the whole child, the Early Childhood Center focuses on supporting the social-emotional and health needs of all our students. Each morning a different classroom is responsible for morning announcements. Three students recite the Pledge of Allegiance and the school pledge over the intercom system. This practice builds self-confidence and public speaking.

Promoting Alternative Thinking Strategies (PATHS), promotes social/emotional learning. The ultimate goal is for students to resolve conflicts peacefully, handle emotions positively, empathize and make responsible decisions.

PlayWorks is a new recess program implemented in the 2014-2015 school year. Staff members were trained in PlayWorks games and equipment was purchased. The school's PlayWorks goal is to have all staff and students moving and participating in an activity during this time.

In January 2015 the "Raising a Reader" Program began. Each student takes home a red literacy bag once a week filled with developmentally appropriate literature in English and Spanish. The goal of the program is to encourage shared family reading routines.

Create strategies to attract highly qualified teachers. Our school is advised by the Lynn Public Schools' Human Resources Office when teaching positions become available at the school. Resumes are forwarded from their office with the credentials of all teaching applicants. The Human Resources Office, in concert with the Assistant Director of Curriculum for Teaching Quality work to identify teachers who are highly qualified in terms of credentials and who aspire to serve youths in a large, urban community with many challenges. Recruitment fairs, advertising, and contacts with local schools of education are utilized as a way in which to locate teachers. In addition, the district has implemented processes and procedures for student teachers, which has resulted in a

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number of subsequent teaching hires at our school. Collaborative programs with Salem State, Northeast Consortium for Staff Development and several planned coop programs with Endicott College are easily accessed by teachers who are earning credentials. Furthermore, the district provides tutoring for any professional seeking to pass MTELS.

Teacher Evaluation. All of our teachers are evaluated using the Massachusetts Educator Evaluation System. Teachers who might be “in need of improvement” are monitored as they work towards improving their instruction. Curriculum and instruction teachers, Math and ELA coaches, and ESL coaches work to model lessons for teachers who need to improve.

Coordinate and integrate Federal, State, and local services and programs; and meet intent and purposes of each program whose funds are consolidated, if applicable. Our school submits budget requests directly to the Superintendent’s Senior Leadership team. This team includes both Deputy Superintendents, the Executive Director of Curriculum, the ELL coordinator, the SPED administrator, the Human Resources Manager, and the Financial Manager for the Lynn Public Schools. As the organization is formed and resources are allocated, all sources of funds are coordinated in order to meet the needs of our school.

Perception Data: Provide any formal or informal information regarding the perception of the school’s learning environment by district and school leaders, students, teachers, parents and community members.

From our inception in September, 2013 to date, we have not collected any hard data on the perception of the Early Childhood Center’s learning environment by district and school leaders, students, teachers, parents and community members. However, the planning and implementation of the Early Childhood Center was extremely tumultuous resulting in the Superintendent personal involvement by hosting multiple meetings in all three feeder school communities for parents, staff and community members. We are grateful that the Superintendent was supportive in her decision to support the continuation of the full day kindergarten model. This decision is a true testimony of her support of the importance of high quality early childhood education.

The fact that we have been up and running for two full years without reluctance and complaints is testimony of the successful relationship that the entire staff has established. They continuously explore new initiatives to foster positive relationships between school and home. This goal is especially challenging for a school that is literally the one and only *commuter school* in the district.

Student Learning Data: Provide a summary of the achievement trends of the school. Include information about student proficiency on MCAS and accountability data (i.e., CPI, student growth percentiles, and graduation and dropout rates).

The Early Screening Inventory (ESI) and the DIBELS are the two assessments on the kindergarten level. Our kindergarten students, in concert with all kindergartens across the district, can only reflect on these two standardized instruments.

The kindergarten teachers input data on the Teaching Strategies Gold (TSG), a string attached by the state to receive funding for the Quality Full Day Kindergarten (QFDK) grant initiative..

Summaries of achievement trends do not exist due to the fact that the majority of our student population is only with us for the kindergarten year. After one year, they return to their neighborhood school.

When we look at kindergarten DIBELS Nonsense Word Fluency (NWF) from Winter to Spring 30% has high growth as opposed to 23% district wide.

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Early Literacy Results

Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2015	Spring 2015		School	District
Above/Well Above Avg	30 (14%)	40 (19%)	High	61 (30%)	217 (23%)
Average	53 (25%)	60 (29%)	Moderate	41 (20%)	187 (19%)
Low Average	41 (20%)	26 (12%)	Typical	22 (11%)	157 (16%)
Below Average	33 (16%)	40 (19%)	Low/Declined	80 (39%)	399 (42%)
Well Below Average	52 (25%)	43 (21%)			
CPI	68.5	71.9	Total	204	960

ACCESS for ELLs Results on Overall Score.

Proficiency Level	2014 ELL Students		2015 ELL Students	
	#	%	#	%
Entering	72	84%	59	69%
Emerging	9	10%	16	19%
Developing	4	5%	4	5%
Expanding	1	1%	5	6%
Bridging	-	-	1	1%
Reaching	-	-	-	-
Total	86		85	

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Needs Assessment- Curriculum and Instruction (Refer to Conditions for School Effectiveness III and IV)
Using state, local, and classroom assessment data, identify specific areas of strength and need in the Curriculum and Instruction areas listed below. Consider and analyze student results by grade-level, subgroups, learning standards/strands/domains, question type, etc. The curricula and instructional practices in the school are developed and implemented to attain high levels of achievement for all students.
Indicator 1: Aligned and Consistently Delivered Curriculum: School leadership, teachers and other staff ensure consistent use and effective delivery of the district’s curricula/mapping. The school’s taught curricula are aligned to state curriculum frameworks and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.
<p>Strengths:</p> <ul style="list-style-type: none"> • Each classroom is equipped with a SMART Board, desk-top computer and IPAD • 15 early childhood classrooms share resources and best practices • 3 TEAMS teachers and specialists collaborate to ensure each students individual goals and objectives are met
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Instructional materials that align to curriculum maps are available in all classrooms but not consistently utilized. • Due to district implementation of multiple curriculum initiatives, in just one school year, Go Math, PATHS, and PlayWorks, the teachers are overwhelmed, struggling to learn and teach to fidelity.
Indicator 2: Effective Instruction: Instructional practices are based on evidence from a body of high quality research and on high expectations for all students. The school staff has a common understanding of high-quality evidence-based instruction and a system for monitoring instructional practice.
<p>Strengths:</p> <ul style="list-style-type: none"> • Paraprofessionals assist teachers in the delivery of high quality instruction • Two ELL Specialists, a Reading teacher and a SPED Inclusion teacher offer supports on an as needed basis • Instructional staff provides students with lessons that are developmentally appropriate for young children • Best practices are shared with colleagues • Individual/classroom support by LVTI Early Childhood shop students
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Further development of small group instruction in all content areas • Instructional staff awareness of time on task • Foster positive classroom management techniques
Needs Assessment- Assessment (Refer to Conditions for School Effectiveness V)
School leadership, teachers and other staff use student assessment results (formative, benchmark, state assessments) external and internal reviews, and other pertinent data to improve student achievement and inform all aspects of its decision-making including: professional development, student services, instructional programs, and assessment practices.
Indicator 3: Data-based Decision-Making: The school analyzes and uses data to drive decision-making. School leadership, teachers and other staff review student assessment results, external and internal reviews, and other pertinent data to prioritize goals, maximize effectiveness in allocating resources and to initiate, modify or discontinue programs, policies and initiatives.
<p>Strengths:</p> <ul style="list-style-type: none"> • Formative assessments through observation and teacher checklists drive instruction • DIBELS results are utilized to formulate tiered instruction
<p>Areas of need:</p> <ul style="list-style-type: none"> • Multiple state and district mandated assessments that do not inform teachers with relevant data to inform/modify instruction • Kindergarten Progress Reports and Report Cards are not aligned with the MA Curriculum Framework for ELA and Math • Teaching Strategies Gold (TSG), a mandate to receive funding for the Quality Full Day Kindergarten Grant, is time consuming and does not provide useful data

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Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)
Describe the process of determining the professional learning needs of all staff, including how the school implements ongoing professional development during the school year. Professional development programs and services are based on district and school priorities, information about staff needs, student achievement data and assessments of instructional practices and programs.
Indicator 4: Professional Development: PD for school staff includes both individually pursued activities and school-based, job-embedded approaches, such as instructional coaching. It also includes content-oriented learning.
Strengths: <ul style="list-style-type: none"> • Pursued individual Professional development is embedded as a part of daily routines • “Pearl of Wisdom” is shared by host teacher with ECC staff • Common Planning is planned once per month
Areas of need: <ul style="list-style-type: none"> • Professional Development during common planning time needs to be focused and unified • Challenge with facilitating substitute coverage for CPT
Indicator 5: Structures for Collaboration: The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.
Strengths: <ul style="list-style-type: none"> • Faculty meetings (1 x a month) • School support meetings (New Teachers and Mentors) to share school initiatives. • Common Planning provides collaboration • Collaboration with LVTI Early Childhood teachers
Areas of need: <ul style="list-style-type: none"> • Common Planning time needs to have administrative determined focus based on school needs

Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)
Schools have a framework for providing appropriate supports (academic, social, emotional, and health) to all students. School leadership, teachers and other staff engage with families and community partners to promote student achievement and progress.
Indicator 6: Tiered Instruction and Adequate Learning Time: The school schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.
Strengths: <ul style="list-style-type: none"> • Common Prep Times • ELL, Reading and SPED support staff push in with minimal pull-out • Daily ELL small group instruction • Full time social worker providing individual/small group social emotional support
Areas of need: <ul style="list-style-type: none"> • Increase staff utilization of resources to support students with a range of academic and behavioral needs.

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Indicator 7: Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students.

Strengths:

- School leaders and staff create a safe and supportive learning environment through clearly established safety and behavioral expectations. (Morning Meeting, Morning Announcements and PATHS).
- Classrooms create predictable environments and a climate that supports learning.
- Students in crisis and others who require additional assistance are identified and linked to appropriate supports in a timely manner (Social Worker, School Adjustment Counselor, Lynn Community Health Center, and Mental Health Support Agencies).
- Full time hall monitor on staff to ensure safety

Areas of need:

- Provide teachers with a variety of interventions to help support students social emotional health needs.

Indicator 8: Family-school and Community engagement: The school develops strong working relationships with families and appropriate community partners and providers in order to support students' academic progress and social and emotional well-being.

Strengths:

- Bi-weekly morning meetings with parents by social worker and parent liaison.
- Backpacks filled with school supplies are provided to all students in September
- Monthly calendar in English /Spanish
- Monthly Newsletter in English/Spanish
- Raising a Reader, take home library
- Spanish speaking parent liaison available
- Full time Hall Monitor to greet and foster family engagement
- Opportunities for parent participation during the day and evening such as Harvest Parade, Gingerbread House Construction, Story Walks, Open houses, etc.

Areas of need:

- Because students are bused from neighborhood schools, daily opportunities to communicate with parents are diminished

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Define Priorities and Describe the Strategies/Actions

Define Priorities for School Improvement that have been identified as a result of the Needs Assessment. Name and describe the strategies/actions that correspond to each of the priorities identified. The strategies/actions should be purposeful and directly related to meeting the goal and measurable outcomes.

GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need:

Priority 1 Increase Family Engagement

Strategies/Actions

- Improve the quality of the ECC webpage
- Create classroom webpages
- Create a power point to educate families about the Early Childhood Center
- Post the power point on our webpage for families unable to attend the "Open House"
- On-going utilization of "Blackboard Connect" to share pertinent information with families
- Instruct parents on the online "Go Math"
- Create incentive for students utilizing "Go Math"
- Disseminate "Reach for Reading" newsletters in English/Spanish
- "Raising a Reader" home library
- Facilitate bi-weekly Parent Meeting
- Create opportunities for families to participate with their children

Expected Outcome(s)

- Families will utilize the Webpage (check with webmaster)
- Collect signatures of family attendees at all school sponsored events
- Log "Blackboard Connect" announcements
- Increase students utilization "Go Math", tracked by teachers
- Teachers will track completed assignments from "Reach for Reading" newsletters
- Teachers will collect feedback from families

Timeline for Actions

September, 2015 – June, 2016 School Year – Fall, Winter, Spring

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GOAL: To meet or exceed all local and state accountability targets, in achievement and growth, in Early Literacy, English Language Arts, Mathematics, and Science in the aggregate and all subgroups.

Identified Area of Need:

Priority 2 Implementation of small group ELA instruction

Strategies/Actions

- Provide professional development during Professional Learning Time (PLT) on the implementation of small group instruction
- Monitor the implementation
- Provide mentoring on an as needed basis
- Differentiate instruction to meet individual student needs

Expected Outcome(s)

- Increased student ELA achievement
- Teachers will implement a variety of formative assessments inclusive of the assessments in the Reach for Reading curriculum, to monitor ongoing student achievement

Timeline for Actions

September, 2015 – June, 2016 School Year

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Appendix A

Implementation Reflection: Please provide a brief description of the implementation of the strategies/actions identified for the priority areas this year. Provide evidence, qualitative and quantitative, to support the identified successes and/or challenges in the implementation.

October Accountability Data Update and Reflections:

February (Mid-Year) Implementation reflections and adjustments (as needed):

To June (End-of-Year) Implementation Reflection: