

EARLY CHILDHOOD CENTER

School Improvement Plan

2016-2017

School Improvement Team

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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 (ECC) is to create a safe, supportive and stimulating learning environment that fosters the development of the 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 Lynn Public School's elementary schools, Brickett, Ford and Tracy.

The Early Childhood Center opened its doors in September, 2013. Initially ECC was comprised of ten kindergarten classrooms and three integrated preschool classrooms serving approximately 210 students. Today our enrollment is approximately 300 students. From our first year to date, the size of the school and the quantity and diversity of the student population has grown tremendously.

Now, ECC consists of seventeen classrooms, eight kindergartens, three Integrated Preschools, three 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 seventeen classrooms, eight are general education and nine 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	2016	2016 District
PreK	36	44	58	265
Kindergarten	250	231	209	1,092
Grade 1	-	2	3	1,356
Grade 2	-	2	2	1,422
Grade 3	-	1	2	1,334
Grade 4	-	4	1	1,267
Grade 5	-	2	3	1,053
Total	286	286	278	7,801

Teacher Demographics

	2013	2014	2015	2015 District	2015 State
Teacher Retention	-	-	65.2	75.9	83.5
Staff Age	2014	2015	2016	2016 District	2016 State
Under 26	5%	4%	5%	7%	6%
26-56	68%	69%	63%	72%	76%
Over 56	27%	27%	32%	21%	18%

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Performance Indicators

	2014	2015	2016	District 2014	State 2014
Student Attendance Rate	92.5	91.7	91.8	94.0	94.9
Absent 10 or more days (%)	48.4	47.5	51.2	38.2	30.4
Chronically Absent (% with < 90%)	25.8	25.8	31.2	19.1	12.3
Student Retention Rate	0.0	9.1	0.0	4.2	1.6
Out-of-School Suspension Rate	0.0	0.0	0.0	12.0	3.9

Since Preschool and 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. Since students in nine of our seventeen classrooms have moderate and/or severe special needs, (TEAMS - Together Educating and Advancing Multi-Handicapped Students, Developmentally Delayed Preschool and K, and Integrated Preschool), attendance is significantly impacted at ECC. This also negatively impacts our chronically absent percentage.

Percent of students by race and gender

	% of Students				
	2014	2015	2016	2015 District	2015 State
African American	10.8	10.5	7.9	10.7	8.7
Asian	10.5	8.0	10.1	9.2	6.3
Hispanic	62.2	60.8	67.6	56.4	17.9
White	11.5	14.3	9.7	19.6	63.7
Multi-Race	4.9	6.3	4.0	3.8	3.1
Male	53	56	55	53	51
Female	47	44	45	47	49

Enrollment by Special Population

Demographic Group	2014	2015	2016	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 has 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.

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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 our 8 kindergarten classrooms consist of: Reach for Reading, iRead, Go Math, PATHS, National Geographic Learning, 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 (ESI) is administered to all incoming kindergarten students. In the Fall, Winter and Spring the DIBELS is also administered to all kindergarten students and the data is used to inform daily English Language Arts (ELA) classroom instruction.

Preschool teachers use the District ELA and Math Mapping documents based on monthly themes to plan their instruction as well as the OWL and Houghton-Mifflin Math. 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 in all of early childhood classrooms.

The TEAMS classrooms provide highly individualized instruction with significant therapeutic interventions including physical, occupational, speech, vision, hearing, and orientation and mobility therapists as well as adaptive physical education. In conjunction with these therapists, a program which addresses activities of daily life skills, functional communication, and appropriate socialization is implemented along with standards based instruction with a population of students working significantly below the level of their same aged peers.

Teachers participate in Professional Learning Time (PLT) once per month for one 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. This year one of our goals to implement a shared PLT between our kindergarten teachers at ECC and the first grade teachers at our three feeder schools (Brickett, Ford, and Tracy).

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. Two students recite the Pledge of Allegiance and the school pledge over the intercom. This practice builds self-confidence and public speaking skills.

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

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

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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 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 MTEs.

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 especially in light of the fact that the Quality Full Day Kindergarten grant funding has been cut.

ECC is now in its fourth year. During this time the entire staff has established successful relationships with families. 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 Access test is given in January to all English Language Learners. The Access scores are used to inform English proficiency levels of English Language Learners to inform instructional groups for the following year. 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 transition into 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

2014-2015 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

2015 – 2016 Kindergarten: DIBELS Nonsense Word Fluency (Winter to Spring – SAME Students)

Achievement Level	# and % of Students		Growth (Change in %ile)	# and % of Students	
	Winter 2016	Spring 2016		School	District
Above/Well Above Avg	26 (13%)	36 (19%)	High	67 (34%)	348 (35%)
Average	59 (30%)	66 (34%)	Moderate	33 (17%)	173 (18%)
Low Average	31 (16%)	29 (15%)	Typical	37 (19%)	218 (22%)
Below Average	35 (18%)	28 (14%)	Low/Declined	60 (30%)	246 (25%)
Well Below Average	46 (23%)	38 (19%)			
CPI	69.7	74.7	Total	197	985

ACCESS for ELLs Results on Overall Score

Proficiency Level	2014 ELL Students		2015 ELL Students		2016 ELL Students	
	#	%	#	%	#	%
Entering	72	84%	59	69%	83	84%
Emerging	9	10%	16	19%	10	10%
Developing	4	5%	4	5%	4	4%
Expanding	1	1%	5	6%	2	2%
Bridging	-	-	1	1%	0	0%
Reaching	-	-	-	-	0	0%
Total	86		85		99	

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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"> • All early childhood classroom staff share resources and best practices • The district created curriculum maps for ELA, Math, and Science • Each classroom is equipped with a SMART Board and a desk-top computer • Each kindergarten classroom has six IPADs and headphones. TEAMS classrooms have three IPADs • Opening of a new library/media center with a pre-existing Smart Board and thirty computers with headphones to support the newly implemented iRead literacy program
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Time for shared and increased professional development to allow for collaboration to align and effectively deliver high quality curriculum and instruction • TEAMS classrooms currently do not have a district curriculum • Technology resources are not equal across the Early Childhood Center (the DD classrooms have no IPADs)
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 curriculum and instruction • Two ELL Specialists, a Reading Specialist 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 • Most classrooms are supported by LVTI Early Childhood shop students
<p>Areas of Need:</p> <ul style="list-style-type: none"> • Foster the development of small group instruction • Instructional staff awareness of the importance of time on learning especially during transitions. • Foster positive classroom management techniques • IDEAL Consulting report noted a need to provide an assisted learning strategy (student knee to knee partner reading) to ensure language development • VISTA Survey showed a need to provide opportunities for students to have text-based conversations
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 and informative assessments are utilized to inform instruction • DIBELS results are utilized to formulate tiered instruction to meet the needs of our students most in need of supports. • Instruction is based on individual needs discovered through various assessments

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<p>Areas of need:</p> <ul style="list-style-type: none"> • State and district mandated assessments take time away from instruction and do not inform teachers with relevant data to modify instruction • Preschool and Kindergarten Progress Reports and Report Cards need to be edited to align with the MA Curriculum Framework for ELA and Math
<p>Needs Assessment- Professional Learning (Refer to Conditions for School Effectiveness VII)</p>
<p>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.</p>
<p>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.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • Professional Learning Time (PLT) is planned once per month per grade level • District provides multiple Professional Development opportunities to support staff in pursuit of licensure and or Best practices for implementation in their classrooms
<p>Areas of need:</p> <ul style="list-style-type: none"> • District needs to negotiate release time to ensure Professional Development for all staff • Lack of substitutes challenges our ability to provide coverage for Professional Learning Time (PLT) • Professional Learning Time (PLT) needs to be focused and unified • Shared Leadership during PLT to promote collaboration and build teacher leadership • Increased district professional development opportunities specific for special education teachers
<p>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.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • Faculty meetings (1 x a month) • School support meetings (New Teachers and Mentors) to share school initiatives • Professional Learning Time (PLT) provides collaboration • ECC's collaboration with LVTI Early Childhood teachers to ensure meaningful LVTI student supports in ECC classrooms
<p>Areas of need:</p> <ul style="list-style-type: none"> • Professional Learning Time needs to have administrative determined focus based on school needs

<p>Needs Assessment- Student Support (Refer to Conditions for School Effectiveness VIII, IX and X)</p>
<p>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.</p>
<p>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.</p>
<p>Strengths:</p> <ul style="list-style-type: none"> • ELL, Reading and SPED support staff push in with minimal pull-out • Library/Media Center with computers and earphones to support the implementation of iRead • Daily ELL small group instruction • Full time social worker providing individual/small group social emotional support

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Areas of need:

- Kindergarten Class size needs to be reduced to provide all students, especially the most at-risk, with the supports needed to ensure success
- SPED Inclusion Teacher position needs to be full time to meet the diverse needs of all our SPED students
- Increase staff utilization of resources to support students with a range of academic and behavioral needs
- Common prep times to allow for collaboration with peers

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 student 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.
- Website

Areas of need:

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

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Needs Assessment- Leadership (Refer to Conditions for School Effectiveness II)

Effective School leadership. The school takes action to attract, develop, and retain an effective school leadership team that obtains staff commitment to improving student learning and implements a clearly defined mission/vision and set of goals. Clear systems, structures, and procedures guide daily routines and school programs.

Indicator 9: School leaders convey clear, high expectations for all stakeholders and ensure that the school-wide focus remains on established academic goals and school priorities. Communication between the leadership team and staff is fluid, frequent, and open to ensure an inclusive, transparent decision-making across the organization.

Strengths:

- Teachers assume leadership roles with Student Study Teams, 504, School Support and IEP meetings
- Mentoring peers with the overarching goals of increased student achievement.
- Teachers collaborated to create power point for Open House.
- Teach Point Collection of Evidence was reflected in a comprehensive Power Point

Areas of need:

- Establish a school leadership team reflective of the diverse programs within ECC to cultivate a shared collaborative team during PLT comprised of the following:
 - Rotating leadership
 - Agenda stating clear goals and expectations
 - Designate time keeper, note keeper, and establishing needs to next PLT
 - Interactive, engaging and high quality center activities must be prepared and shared with colleagues
 - ELA, Math and Science binders will be a growing recourse guide for teachers
 - Duplication and dissemination of minutes to all staff members
 - Clear communication of decisions
 - Displays of products will be available in the library media center

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Define Priorities and Describe the Strategies/Actions
Define Priorities for School Improvement that has 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 English Language Arts, Mathematics, and Science in the aggregate and all subgroups.
Identified Area of Need: Effective Instruction/Professional Development; Perception Data Analysis/IDEAL Report
Alignment to District Priority(s): Standards-Based Instruction

Priority 1

Provide opportunities for students to have conversations based on text

**Strategies/
Actions**

- Provide professional development during PLT's
- Provide mentoring
- Peer assisted learning strategies for Think/Pair/share (Knee to knee)
- Differentiated Instruction to meet individual student needs
- Devise method for monitoring implementation

**Expected
Outcome(s)**

- To improve student conversations based on text
- To increase student language
- To expand student vocabulary

**Timeline
for Actions**

October, 2016 – June, 2017 School Year

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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: Family-school and Community engagement

Alignment to District Priority(s): Cultivate Community Collaboration and Family Engagement

Priority 2 Cultivate Community Collaboration and Family Engagement

Strategies/Actions

- Bi-weekly morning meetings with parents facilitated by Social Worker and Parent Liaison
- Social Worker’s parent series entitled “Families Supporting Student Success” initiated this year
- Technology: First in Math
- Backpacks filled with school supplies are provided to all students in September
- ECC Monthly calendar in English /Spanish
- ECC Monthly Newsletter in English/Spanish
- Raising a Reader, take home library
- Spanish speaking Parent Liaison available to staff and families
- Full time Hall Monitor to greet and foster Family Engagement
- Opportunities for parent participation during the day and evening such as Harvest Parade, Bake/Yard Sales, Gingerbread House Construction, Story Walks, Open Houses, etc.
- PACT time (Parent and Child Together) after school enrichment.
- Home/School Communication logs
- Early Childhood Center school website
- Parent phone outreach
- Ongoing utilization of Blackboard Connect to foster ongoing communication between school and home
- ECC website
- Parent Conferences on an as needed basis

Expected Outcome(s)

- Collect signatures of family attendees at all school sponsored events
- Log “Blackboard Connect” announcements
- Increase students utilization “First in Math”, tracked by teachers
- Teachers will track completed assignments from “Reach for Reading” newsletter
- Family involvement in school sponsored events

Timeline for Actions

October 2016 –June 2017

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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: