



**BLOCKS Preschool - Juniper Hill School
School Improvement Plan
2017-2020**

SCHOOL COUNCIL

This is the first time that the BLOCKS Preschool has been asked to develop and present a School Improvement Plan. Since we presently do not have a School Council this document was created by the Director of Early Childhood, Rosario Alvarez and reflects initiatives that have been a priority for students, staff and families. You will see that as part of our Family and Community Engagement Goal, a School Council will be established in the 2018-2019 school year.

BLOCKS PRESCHOOL VISION AND MISSION

Vision

Students at BLOCKS Preschool will grow into confident, creative and considerate learners who develop the tools they need to be successful in life.

Mission

BLOCKS Preschool is diverse and welcoming where all children have access to a rich learning environment that meets their individual social-emotional, physical, language and educational development.

Philosophy

We value:

- Honoring each child's unique strengths and needs
- Learning through play
- Developmentally appropriate practices
- Child-centered decision-making
- Relevant, meaningful learning experiences
- Partnering with families
- Dedicated staff with early childhood expertise
- Building the foundation for lifelong learning

BLOCKS PRESCHOOL GOALS

Standard I: Curriculum, Planning, and Assessment

The Framingham Public Schools “promote the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives” (DESE, 2012).

School Improvement Goal

Goal #1 - Over the next three years, teachers will work collaboratively with the preschool curriculum team on the development and implementation of six integrated curriculum units that allow opportunities for student engagement, growth and achievement.

School Improvement Goal Statement of Purpose

Our goal is to provide students with developmentally-appropriate curriculum and instruction that differentiates for diverse learning needs in order to increase student engagement, growth and achievement.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Establish/expand curriculum team	Year 1 Winter	Corresponds to District Goal: 1.0.1 Review, develop curriculum increasing teacher knowledge of content area	Members, roles and meeting schedule established	
Investigate/review published curriculums	Year 1 Winter/Spring	Corresponds to District Goal: 1.0.1 Review, develop curriculum increasing teacher knowledge of content area	Review and critique of curriculums reviewed	
Pilot sample curriculums	Year 1 Spring	Corresponds to District Goal: 1.0.1 Review, develop curriculum increasing teacher knowledge of content area	Components/unit piloted by each curriculum team member in their classrooms	

Network with other districts regarding curriculum for their preschool/early childhood programs	Years 1, 2, 3	Corresponds to District Goal: 1.0.1 Review, develop curriculum increasing teacher knowledge of content area	Compare/review and analyze time/cost and purpose.	Time for travel
Identify themes and develop units	Year 1 Spring	Corresponds to District Goal: 1.0.1 Review, develop curriculum increasing teacher knowledge of content area	Curriculum team has clear direction, focus and timeline for developing units	Stipends for curriculum team members to develop units
Implement 6 Units	Year 1 Fall, Winter, Spring (seasonal units) Year 2 -All About Me -All About My Family -All About My Community Year 3 - finalize units	Corresponds to District Goals: 1.0.1 Review, develop curriculum increasing teacher knowledge of content area 1.0.2 Increase opportunities for collaboration by promoting collaborative lesson planning and reflection	Pilot 3 curriculum units in 17-18 and 18-19 Deepen staff knowledge of standards and develop a shared understanding of high quality instruction	PD time for roll out to preschool staff Stipends for teachers to present units to peers
Gather staff feedback	Years 1, 2, 3	Corresponds to District Goal: 1.0.2 Increase opportunities for collaboration by promoting collaborative lesson planning and reflection	Deepen staff knowledge of standards and develop a shared understanding of high quality instruction	
Revise/modify based on implementation and feedback	Years 1, 2, 3	Corresponds to District Goals: 1.0.1 Review, develop curriculum increasing	Deepen staff knowledge of standards and develop a shared understanding of high	Time for collaboration with Math and Literacy coaches

		teacher knowledge of content area 1.0.2 Increase opportunities for collaboration by promoting collaborative lesson planning and reflection	quality instruction and interventions	
--	--	---	---------------------------------------	--

School Improvement Goal

Goal #2 - Over the next three years, we will develop assessments linked to key standards within each curriculum unit in order to analyze student progress/needs and use this data to inform instruction and adjust practices accordingly.

School Improvement Goal Statement of Purpose

Our goal is to develop and administer assessments inclusive of all students providing data for analysis, reflection and feedback to more effectively target the individual needs of students and further inform instruction.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Research standards based preschool assessments	Years 1, 2	Corresponds to District Goal: 1.1.1 Create and implement assessments for content areas	Identify assessment tools appropriate for our preschool student population	PD Time Stipends for Curriculum Committee members
Determine standards to be assessed within units	Year 1, 2,	Corresponds to District Goal: 1.1.1 Create and implement assessments for content areas	Determine key standards to be assessed within units	PD time for curriculum committee
Develop key assessments and modifications for diverse ability levels	Years 1, 2	Corresponds to District Goal: 1.1.1 Create and implement assessments for content areas	Create assessments with modifications	PD time for curriculum committee
Provide training on assessment tools	Years 1,2	Corresponds to District Goal:	Preschool staff trained to administer mini-assessments	PD time

		1.1.1 Create and implement assessments for content areas		
Administer key lessons and assessments	Years 1,2, 3	Corresponds to District Goals: 1.0.2 Increase opportunities for collaboration by promoting collaborative lesson planning and reflection 1.1.2 Use data from assessments to inform instruction	All staff administer mini-assessments within 6 units creating a consistent method of collecting data identifying areas of progress and need	Time to rate student responses/work Time to check rating reliability with colleagues
Compare and analyze results and children's performance/progress	Years 1, 2 3 to track progress and inform instruction	Corresponds to District Goals: 1.0.2 Increase opportunities for collaboration by promoting collaborative lesson planning and reflection 1.1.2. Use data from assessments to inform instruction	Data and analysis demonstrating student needs, performance and progress	

Standard II: Teaching All Students

The Framingham Public Schools “promote the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment, and demonstrate cultural proficiency” (DESE 2012). We understand that when we attend to the social-emotional learning needs of our students, then our students are empowered to construct their own learning.

School Improvement Goal

Goal #3 - Social Emotional Learning (SEL): Beginning in the 2017-2018 school year and continuing through the Spring of 2020, PBS (Positive Behavioral Support) coaches and teachers will develop a toolbox of classroom strategies that ensure a safe, positive and productive learning environment for all students as measured by Pyramid Model Staff Survey and Teaching Pyramid Observation Tool (TPOT).

School Improvement Goal Statement of Purpose

Our goal over the next three years is to:

- Align with district initiative on social emotional learning
- Implement /integrate 2016 state preschool standards for Social-Emotional Development and Approaches to Play and Learning
- Provide children tools and strategies that they can develop to help them effectively manage their life in and outside of school
- Build children’s success for lifelong learning

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Document SEL strategies used in preschool classrooms	Years 1, 2, 3	Corresponds to District Goals: 2.0.1 Develop and implement a social emotional plan for academic growth and achievement 2.0.2 Create and implement a professional development plan for all staff on the social emotional needs of the students	Baseline data of strategies used to promote the social emotional growth of all students	Time for PBS coaches to interview staff
Orient staff to TPOT assessment	Year 1 Spring	Corresponds to District Goals:	Orientation for staff on TPOT and supportive PBS coaching process	PBS Consultant to co-administer tool with

		<p>2.0.1 Develop and implement a social emotional plan for academic growth and achievement</p> <p>2.0.2 Create and implement a professional development plan for all staff on the social emotional needs of the students</p>	Promotion of children's social-emotional development	coaches and provide orientation to staff
Assess classrooms by administration of TPOT	Years 1,2,3 1/3 of classrooms each year	<p>Corresponds to District Goals:</p> <p>2.0.1 Develop and implement a social emotional plan for academic growth and achievement</p> <p>2.0.2 Create and implement a professional development plan for all staff on the social emotional needs of the students</p>	<p>Collect data that measures key practices and responses to challenging behaviors for student(s), classroom(s) and school.</p> <p>Identify "trends" and targeted areas for intervention at each level.</p>	Time for PBS coaches to administer TPOT
Consult with teachers on results of TPOT and identified areas of focus	Years 1, 2, 3	<p>Corresponds to District Goals:</p> <p>2.0.1 Develop and implement a social emotional plan for academic growth and achievement</p> <p>2.0.2 Create and implement a professional development plan for all staff on the social</p>	Identify specific areas of focus that increase effective SEL strategies	Release TIME for coaches and teachers to meet

		emotional needs of the students		
Bi-monthly check in with teachers and coaches to evaluate effectiveness of strategies and progress	Years 1,2,3	Corresponds to District Goals: 2.0.1 Develop and implement a social emotional plan for academic growth and achievement 2.0.2 Create and implement a professional development plan for all staff on the social emotional needs of the students 2.1.2 Evaluate and improve structures for student interventions	Increase intentional teaching of social skills and emotional competencies Identify strategies used that have been found most effective by staff.	Release TIME for coaches and teachers to meet
Identify most effective strategies that promote social emotional competence at the preschool level	Year 2, 3	Corresponds to District Goals: 2.0.1 Develop and implement a social emotional plan for academic growth and achievement 2.0.2 Create and implement a professional development plan for all staff on the social emotional needs of the students 2.1.2 Evaluate and improve structures for student interventions	Prevent and address challenging behaviors within each school year by delivering targeted supports based on data and identification of student-specific needs	TIME Materials to support strategies and practices

Standard III: Family and Community Engagement

The Framingham Public Schools “promote the learning and growth of all students through effective partnerships with families, caregivers, community members, and organizations” (DESE 2012).

School Improvement Goal

Goal #4 - Over the next three years, preschool staff together with the BLOCKS PTO and newly created school council, will continue to expand opportunities and family partnerships in order to improve communication, participation in school/district events and build positive relationships.

School Improvement Goal Statement of Purpose

Our goal is to increase the the number and diversity of parent/guardian participation attending school events to strengthen the home-school connection.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Develop a digital survey to identify family needs, interests, availability and commitment to school events	Years 2, 3 Fall	Corresponds to District Goals: 3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Identify priority areas of need for families Collect data on interest and availability	Time Translation into Spanish and Portuguese
Analyze Survey	Years 2, 3 Fall/Winter	Corresponds to District Goal: 3.0.1 Strengthen Family and Community Partnerships	Determine priority areas of focus and barriers to participation	Time
Identify staff to lead a workshop for families on identified topics of interest	Years 2, 3 Winter/Spring	Corresponds to District Goals: 3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Increased family participation in identified areas of interest.	Stipend for staff planning and presentation.

Create list of topics and calendar of events for year reflecting identified areas of interest	Years 2, 3 Fall/Winter	Corresponds to District Goals: 3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Share calendar of events to allow for families to plan.	Translation
Distribute to families in multiple languages and media sources	Years 2, 3	Corresponds to District Goals: 3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Increased participation in school-based events	Translations
Offer translation for all PTO information sent home and at PTO meetings	Years 1, 2, 3	Corresponds to District Goals: 3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Increased family participation at PTO meetings both in number and diversity	Translations Interpreters for PTO meetings
Track attendance at parent conference and school-based events	Years 2, 3	Corresponds to District Goals: 3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Increased family participation both in number and diversity	
Establish a School Council for the BLOCKS Preschool Program	Year 2 Fall/Winter	Corresponds to District Goals:	Inform families, teachers and community members about School	

		3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Council's purpose, role and composition Seek nominations Hold elections Set meeting dates/times for 18-19 SY	
--	--	--	---	--

School Improvement Goal

Goal #5 - Over the next three years, the Early Childhood Office will collaborate with community and city organizations, agencies and the Department of Early Education and Care to explore expansion of preschool opportunities for Framingham preschool aged children.

School Improvement Goal Statement of Purpose

Our goal is to provide Framingham's young children with a quality preschool experience and help prepare them for kindergarten success. Presently 26% of children entering FPS kindergarten have no preschool experience.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Collaborate with foundations/agencies focused on Early Childhood (e.g. Taly Foundation is a private non-profit foundation supporting Early Childhood initiatives)	Years 1,2, 3	Corresponds to District Goals: 3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Sharing expertise, resources and advocacy in a shared mission to provide affordable high quality preschool education	
Participate in Early Childhood Fair to connect with families and providers in the community (community event)	Years 1, 2, 3 Spring	Corresponds to District Goals: 3.0.1 Strengthen Family and Community Partnerships 3.0.2 Improve communication with stakeholders and families	Networking, advertisement of BLOCKS preschool program, responding to any questions or inquiries by families or other professionals	Time

Collaborate with other FPS departments to provide alternative preschool experiences for children entering K without previous schooling.	Years 1,2,3 Summer	Corresponds to District Goal: 3.0.1 Strengthen Family and Community Partnerships	Summer program funded by Title 3 grant from Bilingual office for English language learners before entering kindergarten	
---	-----------------------	---	---	--

Standard IV: Professional Culture

The Framingham Public Schools “promote the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice” (DESE 2012).

School Improvement Goal

Goal #6 - Over the next three years, BLOCKS preschool staff will participate in collegial reflection of instructional practices and student performance in order to ensure ongoing improvement in staff development and student learning.

School Improvement Goal Statement of Purpose

Our goal is to nurture a collegial, collaborative and professional culture amongst all staff that supports the districts focus on social emotional learning and student achievement.

Action Steps	Timeline	Relevance to District Improvement Efforts	Expected Outcomes	Resources Needed (Identified in Budget)
Introduce the concept and structure of PLC’s to BLOCKS Preschool staff.	Year 2 Fall/Winter	Corresponds to District Goals: 4.0.1 Create a culture of shared responsibility for student learning 4.0.2 Implement Professional Learning Communities throughout the district	Common understanding of PLS model Development of norms	
Ongoing PD about PLC Model	Year 2, 3	Corresponds to District Goals: 4.0.1 Create a culture of shared responsibility for student learning 4.0.2 Implement Professional Learning	Shared responsibility by staff for student learning and growth	

		Communities throughout the district		
Based on available student data, develop a plan of action	Year 2 & 3	Corresponds to District Goals: 4.0.1 Create a culture of shared responsibility for student learning 4.0.2 Implement Professional Learning Communities throughout the district	Students will receive instruction needed as evidenced by data	