

*Quincy Public Schools  
Program Improvement Plan*

*Pre-Kindergarten Program*

*2008 - 2009*

*Coordinator of  
Early Childhood Education*

*Edie Hughes*

*May 2008*

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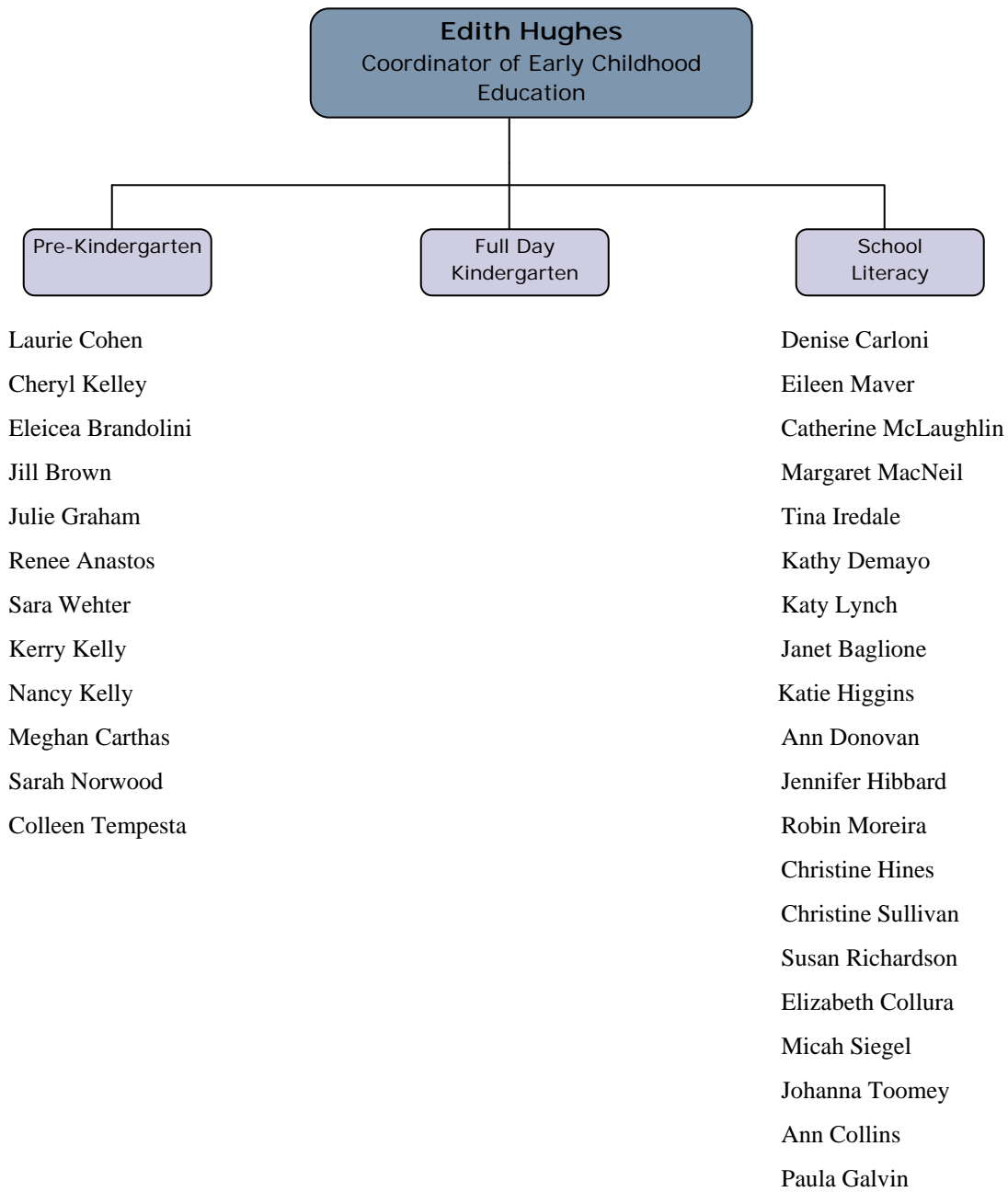
## I. MISSION

### *Pre-Kindergarten Mission Statement*

*It is the mission of the Quincy Public Schools Pre-kindergarten to provide an enriching program for children identified with special needs as well as their typically developing peers. The program uses developmentally appropriate practices in alignment with the National Association for the Education of Young Children to provide a safe, supportive, and nurturing environment.*

*In addition, the curriculum is aligned with the Massachusetts Curriculum Frameworks to meet the social, emotional, and cognitive needs of 3, 4, and 5 year olds. Our schools, families, and community will work together to provide the foundations for life long learning.*

## II. Organizational Chart



## Funding Sources of Pre-K classes

<b>Teacher</b>	<b>Location</b>	<b>Funding Source</b>
Laurie Cohen	Snug Harbor	CPC
Kerry Kelly	Snug Harbor	Title 1
Juliann Graham	Snug Harbor	Title 1
Sara Wehter	Snug Harbor	CPC
Jill Brown	Snug Harbor	Title 1
Eleicea Brandolino	Snug Harbor	QPS SPED
Cheryl Dee Kelley	Snug Harbor	SPED (126)
Sarah Norwood	ECC	QPS (Revolving)
Meghan Carthas	ECC	Title 1
Colleen Tempesta	ECC	Title 1
Nancy Kelley	Wollaston	CPC
Carol Loughman	Secretary Snug Harbor	SPED
Fiorella Volpe	Intermittent Snug Harbor	QPS (Revolving)
Edith Hughes	Administrator (.5)	QPS (Revolving)

Paras are funded according to funding source of teachers to whom they report

## Preschool Teacher and Para list

Teacher	Para	
Laurie Cohen	Marie Therrien	
Cheryl Kelley	Donna Sullivan	
Eleicea Brandolini	Po Sham	
Jill Brown	Sharon Jarvie	
Julie Graham	Carla Jaggernath	
Renee Anastos	Bridget Cloonan	
Sara Wehter	Serina Limoncelli	
Kerry Kelly	Roseanne Ready	
Nancy Kelly	Mabel Chiu	
Meghan Carthas	Mary Ionelli	
Sarah Norwood	Yvonne Richards	
Colleen Tempesta	Nancy Leslie	

## Standards Assessment

**Standard:** 1 - Leadership, Governance and Communication

**Indicator:** 2 - School committee members were informed and knowledgeable about their responsibilities under the Education Reform Act, and relied on student achievement data and other educationally relevant data as the foundation of their policy-making and decision-making.

**Benchmark(s)**

School Committee Motion - To support all efforts of the Superintendent to implement free, full day kindergarten for every age-eligible child in every elementary school in Quincy.

**Evidence**

All Day Kindergarten  
 District Improvement Plan (DIP)  
 Kindergarten Orientation  
 Kindergarten Screening Procedures  
 Full Day K Brochure

**Standard:** 2 - Curriculum and Instruction

**Indicator:** 2 - The district's curricula in all disciplines are aligned horizontally and vertically.

**Benchmark(s)**

Pre-kindergarten and kindergarten standards are established that are consistent with the State Curriculum Frameworks, as well as the Standards of the National Association for the Education of Young Children (NAEYC) and agencies for district partnerships.

**Evidence**

Curriculum Frameworks Alignment  
 End of the Year Standards K-8  
 Design for Learning  
 Accreditation Certificates

**Standard:** 2 - Curriculum and Instruction

**Indicator:** 10 - Teachers use differentiated instructional strategies that reflect high expectations for all students.

**Benchmark(s)**

Practices and opportunities provided within all early childhood classrooms reflect age appropriate programs that address a continuum of development and learning, establish a foundation for language literacy, and maximize the opportunity for all students to succeed.

**Evidence**

Telian  
 Fountas & Pinnell  
 Adams, Phonemic Awareness  
 Trophies Reading Program K-3  
 ERI  
 Project Read

**Benchmark(s)**

The district's early childhood program is highly dedicated to an inclusive environment.

**Evidence**

School Schedules  
Pre-K Team meeting notes  
PD Calendar

**Standard:** 3 - Assessment and Program Evaluation

**Indicator:** 1. – District Assessment policies and practices are characterized by the continuous collection, analysis, and use of student assessment results by district and school leadership.

**Benchmark(s)**

The district has a coordinated assessment program with clear policies, procedures and timetables coordinated with MCAS.

**Evidence**

Testing Calendar  
Test Wiz MCAS data  
Team Goals

**Standard:** 3 - Assessment and Program Evaluation

**Indicator:** 2 - District and school leadership require all students to participate in Fails to meet all appropriate assessments.

**Benchmark(s)**

Pre-school and kindergarten teachers use assessments to identify student learning needs.

**Evidence**

ESI-P. ESI –K  
Brigance

**Benchmark(s)**

Students entering first grade demonstrate reading readiness as measured by informal assessments, such as the Kindergarten and Grade 1 Developmental Reading Assessment.

**Evidence**

DRA  
DIBELS  
Observation Survey

**Standard:** 3 - Assessment and Program Evaluation

3 - District and school leaders implement assessment systems to measure the attainment of goals, progress and effectiveness. Assessment reports are focused on student achievement and are communicated to all appropriate staff.

**Benchmark(s)**

The district compiles, analyzes, and distributes student assessment results.

**Evidence**

MCAS and other standardized tests  
 Test Wiz Reports  
 ILT's  
 School Literacy Profiles  
 Student Achievement Plans  
 Aim Lines

**Standard:** 3 - Assessment and Program Evaluation

**Indicator:** 4 - The district and school leadership regularly use benchmarks and assessment tools, including MCAS, to measure student progress, and the effectiveness of instructional and support programs. The results are analyzed and disseminated in a timely manner to appropriate staff.

**Benchmark(s)**

Accountability measures include reporting of individual student progress and longitudinal benchmarks of preparation and success in kindergarten and first grade.

**Evidence**

DIBELS  
 Literacy Assessments  
 Literacy Benchmarks K-3  
 Report Cards Pre-K-3

**Standard:** 3 - Assessment and Program Evaluation

**Indicator:** 5 - The district and school leadership annually assesses the effectiveness of its programs and service delivery systems.

**Benchmark(s)**

District engages in a systematic program review process, including analysis of student performance results and an evaluation of its progress SMART goals as outlined in the District and School Improvement Plans.

**Evidence**

DIP  
 Program Review

**Standard:** 3 - Assessment and Program Evaluation

**Indicator:** 6 – The system engages in external audits as needed.

**Benchmark(s)**

The district fully utilizes test results of MCAS and other standardized test results. Classroom teacher assessments are used to improve the curricula and quality of instruction.

**Evidence**

Site-Based Assessment  
 Team Agenda and Notes  
 Test Wiz Reports  
 School Literacy Profiles  
 ILT

**Standard:** 3 - Assessment and Program Evaluation

**Indicator:** 8 – The district and school leadership uses program evaluation results to initiate, modify or discontinue programs and services in order to improve delivery of instruction and student achievement.

**Benchmark(s)**

The district applies consistent performance criteria for student improvement and achievement.

**Evidence**

Design for Learning

Test Wiz reports

Literacy Assessments

Literacy Benchmarks K-3

**Standard:** 4 - Human Resource Management and Professional Development

**Indicator:** 2 - All professional staff had appropriate Massachusetts licensure.

**Benchmark(s)**

The staff is highly qualified in the field of Early Childhood education.

**Evidence**

QPS Teacher Evaluation Form

Licensure Database

MTEL Prep Courses

Paraprofessional Training

Reading Specialist Certification

Eastern Nazarene College

Reading Specialist Program

Quincy Cohort Groups

**Standard:** 5 - Access, Participation and Student Academic Support

**Indicator:** 2 – At each grade level, the district used formative assessments and summative data to identify all students who did not meet expectations and provided these students with supplemental and/or remedial services that resulted in improved academic achievement and MCAS test proficiency.

**Benchmark(s)**

Students in general and identifiable subgroups meet and local requirements for high school graduation.

**Evidence**

MCAS, DIBELS,

GRADE, Test Wiz Reports

Integrated Learning Team meetings

**Standard:** 5 - Access, Participation and Student Academic Support

**Indicator:** 3 - Early intervention programs in literacy were provided at the primary education level to ensure that all students were reading at the 'Proficient' level on the MCAS test by the end of Grade 3.

**Benchmark(s)**

The district is in the process of implementing the Trophies Reading program, a scientifically based, reading research program throughout the next three school years.

**Evidence**

Literacy Benchmarks K-3  
Trophies Reading Program  
Trophies Interventions  
Trophies Pacing Guides  
Literacy Newsletter

**Benchmark(s)**

The district has ensured that all elementary students in grades K-3 have been assessed with the DIBELS at least three times per year, fall, winter and spring. This assessment provides benchmarks indicating if students are at benchmark, at some risk or at high risk. Interventions are then put in place for students at some risk and at high risk.

**Evidence**

DIBELS  
School Schedules  
Tier 3 Flowchart  
LIPS Training  
Literacy Interventions  
Literacy Brochure  
Literacy Teachers Handbook

**Standard:** 5 - Access, Participation and Student Academic Support

**Indicator:** 4 - District administration and staff helped all students make effective transitions from one school, grade level, or program to another. This assistance was focused on maintaining or improving levels of student performance.

**Benchmark(s)**

The district establishes a screening and intervention program for students who are 3-5 years old. Pre-school and kindergarten teachers use assessments to identify student learning needs and to determine students' progress. Students entering 1st grade demonstrate reading readiness as measured by informal assessments, such as the Kindergarten and Grade 1 Developmental Reading Assessment.

**Evidence**

Kindergarten Screening Procedures  
Literacy Assessments  
Literacy Benchmarks K-3  
Early Literacy Intervention  
DRA Scores  
Trophies Pacing Guides

**Standard:** 6 - Financial and Asset Management Effectiveness and Efficiency

**Indicator:** 3 - The district's budget and supplemental funding were adequate to provide for effective instructional practices and to provide for adequate operational resources. The community annually provided sufficient financial resources to ensure educationally so

**Benchmark(s)**

The district commits sufficient resources to its early childhood program.

**Evidence**

Budget Book

## **Q-Map Assessment for Pre- K Program**

### **Population and Programs**

The Pre-Kindergarten program is funded by Quincy Public Schools along with a sliding scale tuition fee , Title One , and a grant issued by the Mass. Department of Education Office of Early Education and Care. This department issues the grant through the Community Partnership for Children, the lead agency for CPC in our case is the Quincy Community Action Program (QCAP). We currently have 3 sites that house two different programs, the Inclusive Learning Environments Program and the Multilingual Program at Wollaston.

The Inclusive Learning Environment program is housed at Snug Harbor Community School and the Amelio Della Chiesa Early Childhood Center. This program currently services 270 students with 117 of those students designated as Special Education Needs students. The remaining students are described as typically developing children. The ages of these students range from 3-4 years old. Many of our SPED students are referred to us by Step One. Other students come from Kid Search and Quincy Public School Screening programs. We also service ELL and low SES subgroups within this group of students.

Classes are designated as CPC, Title One and City-wide, based on the funding source.

The Multilingual Program is funded by CPC income eligibility contracts and sliding scale parental fees. We currently service 11 students, 8 of which are English Language Learners, 3 students are English Language users. These students are also 3-4 years old.

### **How is the Population Changing**

There has been some significant changes in the Pre-kindergarten population. We identify more children needing SPED services in our general screenings. We also are experiencing more referrals of students through the Early Intervention Program. These EI students are referred by South Shore Mental Health through a program sponsored by the Department of Public Health. We have witnessed a rise in our population in the number of Autistic children, more mental health problems, and sensory issues and our Title 1 population is becoming more needy.

### How does the program design meet the needs of our Early Childhood population?

All QPS Pre-K programs are designed to meet the developmental, emotional, social, and academic needs of the students. The fact that it is a part time program, 2 1/2 hours for 4 days a week, does not service our population well. Most parents need full day care and most want full year care. Many of our potential students opt for private full time Pre -k.

At our Wollaston program the highly restrictive financial eligibility requirements of the EEC, make it most difficult to recruit students. Add to the fact that although this site runs its hours concurrent with the public school and that it is not considered full time by EEC and working parents we are never at full capacity for this program.

### Q2 Achievement

Last year, a study was conducted to track the progress of the Quincy Public School Pre-kindergarten students success in full day kindergarten. Their achievement was measured by their DIBELS at winter benchmarking.

Total number of Pre-K students who enrolled in QPS kindergartens = 165 students  
2006-2007

School	Total	Tier 1	Tier 2	Tier 3	
					Total students      QPS Pre-K
ADC	25	18	6	7	1
Atherton Hough	15	11	3	1	1
Beechwood	8	3	5	3	0
Bernazzani	22	18	2	3	2
Merrymount	17	14	1	7	2
Marshall	21	14	6	9	1
Montclair	8	3	4	5	1
Parker	6	4	0	16	2
Snug Harbor	18	7	10	4	1
Squantum	12	10	2	3	0
Wollaston	13	4	5	10	3

### Q3 Teacher Quality

This year a Teacher and Center Survey on Early Childhood Education Degree Attainment was distributed to each Pre- K teacher and paraprofessional. The survey informs administration about teachers educational background, degrees achieved, area of concentration, and the school attended.

This year accreditation by the NAEYC is requiring that teacher aides have a Child Development Associate certificate or its equivalent. This equivalent is 4 college courses or an Associates degree in Early Childhood Education. Quincy Public School is providing the necessary 120 hours of formal training for the pre-k aides to achieve a CDA certificate.

### **Which Teachers effectively level and focus instruction ?**

Due to the very nature of an integrated, Pre-K program the teaching staff as a whole are masters at leveling and focusing instruction. Some are better than others. A research-based program that utilizes the implementation of new curricula with the assistance of coaches and mentors is greatly helping our staff be responsive to the instructional needs of each student.

### **Which teachers understand and use assessment data to plan and guide instruction ?**

New screening tool (ESI-P) was implemented last year to bring our district more current with statewide practice. A new diagnostic assessment, the Brigance, was implemented to further assess students whose screenings warranted a more in depth profile of development and skills.

Teachers have used checklists to monitor student progress. This year, one of our team goals is to implement an on-going system of assessments that monitor progress throughout the year. This year we are creating checklists that teachers construct that measure progress based on NAEYC standards and Early Childhood Program Standards for Three and Four Year Olds from the Mass. Board of Education. We are also investigating the 4 on-going assessments approved by the UPK initiative, for implementation next year.

The use of these assessments will help improve the use of data driven instruction in our Pre-K classes.

## **Q4**

### **Professional Development**

This year the Professional Development of the Pre-Kindergarten Program includes teachers and teacher aides. Abt Associates provides the Professional development for the research curricula implemented in the classrooms. They provide 4 full day off site training days for teachers and aides as well as frequent in-class mentoring visits. District –wide professional development is planned to help the staff attain their team goals. District presenters are helping the staff to design a gross motor curriculum. Teachers have begun to create checklists that reflect the new curricula implemented as a result of Project Mosaic.

## **Q5**

### **Curriculum, Instruction, and Assessment.**

The Pre-kindergarten Program is participating in a research project., Project Mosaic. It is a research program for Pre-K students funded by the Institute of Education Science in the U.S. Department of Education. This study is funded to improve the cognitive, linguistic, social and emotional outcomes of young children with disabilities and to prevent the development of learning disabilities in young children. Classrooms that service at-risk children (integrated Pre-k and multilingual Pre-k classes) are assigned to 4 curriculum conditions. The *Literacy Express* and *Tools of the Mind* provide high intensity practice in emergent literacy skills. *Tools of the Mind* also embeds instructional activities that help develop cognitive, behavioral, and emotional self-regulation skills. A third curriculum presents a combined curriculum implementing *Literacy Express* and a central module of self-regulation practices of *Tools of the Mind*. The study also includes control, or as is classrooms. These three classes continue to teach their curriculum based on the Mass. State frameworks and the Early Childhood Program standards from the Early Childhood Advisory Council.

These curricula are aligned with the Massachusetts State Early Childhood Program Standards. Teachers are learning the curricula they are implementing through Professional Development training and on-site mentoring. Program assessment is carried out by program assessors. Teachers also evaluate their students' success through

developmental appropriate checklists. Last year a report card was developed by the Pre-K team to inform parents at conference time the progress of their students.

Screening assessments include several new assessments. The Early Screening Inventory for Pre-kindergarten (ESI-P) was implemented for screening potential in-coming students. Students who entered from Early Intervention or are identified by the ESI-P as needing further assessment were given the Brigance. Staff received Professional development in administration and analysis of these assessments.

## Pre-Kindergarten Goal #1

During the 2008-2009 school year, the pre-kindergarten team will complete all necessary requirement for NAEYC Accreditation.

### Action Steps

<b>Steps</b>	<b>Strategies/Activities</b>	<b>Time Line</b>	<b>Team/ Persons</b>
1.	Meet with Annmarie Rush, QCAP Accreditation Specialist to discuss and plan the most expedient route to accreditation	Spring 2008	Edie Annmarie
2.	ECC administrator will develop program portfolios for each program site.	Summer 2008	Edie
3.	Introduction of staff to developing their own classroom portfolios	Fall/ Winter 2008-2009	Edie , Annmarie, Pre-k And NAEYC Kiindergaten teachers
4.	Send out, collect, and tally all parent surveys.	Fall 2008	Team
5.	Teachers and paras complete and tally teaching staff surveys	Fall 2008	Team
6.	Conduct Classroom Tours	Fall 2008	Edie Annmarie Mike Ryan
7	Apply for Self -Assessment	10/31/08	Edie
8..	Apply for Candidacy	1/31/2009	Edie
9.	Await and complete Site visit by NAEYC	Winter 2009	

## Pre-kindergarten

## Goal #2

During the 2008- 2009 year, the Pre-kindergarten team will continue to work with staff from the Physical Education and Occupational Therapy Departments to complete the development and implementation of their newly written Motor Development Curriculum.

**Action Steps**

<b>Steps</b>	<b>Strategies/Activities</b>	<b>Time Line</b>	<b>Team/Persons</b>
<b>1.</b>	Review Professional Development Received in 2207-2008	Winter 2009	<b>Team</b>
<b>2.</b>	Brainstorm with staff from PE and OT other PD needed to complete the curriculum	Winter 2009	Team M. Butler D. McHugh J. Franceschini
<b>3.</b>	Write activities as lessons to create the curriculum guide	Spring 2009	Team
<b>4.</b>	Implement activities to make sure they are teacher and student friendly	Spring 2009	Team
<b>5.</b>	Make any revisions necessary to the lessons	Spring 2009	Team
<b>6.</b>	Send to print shop for printing	Summer 2009	Team Karl S.

## Pre-Kindergarten Professional Development

<b>Date</b>	<b>Time</b>	<b>Topic</b>	<b>Location</b>	<b>Facilitator</b>	<b>Contact</b>
9/3/2008	8:30-2:00	NAEYC / staff and parent surveys	ECC	Pre-k & K teachers/ R. McGowan	E. Hughes
9/4/2008	8:30-11:30	NAEYC Standards 1-5	ECC	A. Rush	E. Hughes
9/9/2008	12:45-2:15	NAEYC Standards 6-10	ECC	A. Rush	E. Hughes
9/23/2008	12:45-3:45	NAEYC analyze parent surveys	ECC	Pre-K K Team	E. Hughes
10/28/2008	2:15	Classroom Portfolios	ECC	A. Rush	E. Hughes
11/18/2008		Report Cards			
11/25/2008		Report Cards			
12/9/2008	12:45-3:45	NAEYC analyze teacher surveys	Ecc	A. Rush	E. Hughes
1/13/2009	12:45-2:15	School Readiness	Ecc	E. Hughes	
1/27/2009	12:45-3:45	CPR	ECC	B. Campbell	
2/10/2009	12:45-3:45	Motor Development Workshop	ECC	J. Franceschini	E. Hughes
3/10/2009		Report Cards	ECC		E. Hughes
3/24/2009		Report Cards	ECC		E. Hughes
4/14/2009	12:45-3:45	Writin Motor Development Lessons	ECC	Pre-K Team	E. Hughes
5/12/2009	12:45 - 2:15	Curriculum Planning	ECC	E Hughes	
5/26/2009	12:45 - 2:15	Set Goals, Actions steps & PD	ECC	E Hughes	E. Hughes

## QUINCY PUBLIC SCHOOLS

**PRESS RELEASE  
FEBRUARY 2008**

**Edith Hughes, Coordinator  
(617-984-8712)**

### Pre-Kindergarten Programs

Our ‘Integrated’ Pre-Kindergarten Programs serve children with special needs and typically developing peers. Children must be 3 years old before August 31, 2008. Classes are half-day sessions held on Mondays, Wednesdays, Thursdays and Fridays.

Pre-Kindergarten Screening will be held on Tuesday, March 25, 2008 and Tuesday, April 1<sup>st</sup> if necessary. Please call the school, which meets your eligibility requirements, to schedule an appointment **no later than Friday, March 21, 2008**. Appointments must be made in advance. Please visit our web site for more information: [www.quincypublicschools.com](http://www.quincypublicschools.com)

**Title I Integrated Pre-Kindergarten Program** – Children who reside in the following school districts are eligible for these classes.

Snug Harbor                    617-984-8951  
Clifford Marshall            617-984-8951 (The program for this school is located at Snug Harbor)  
Della Chiesa E.C.C.        617-984-8777

**City Wide Integrated Pre-Kindergarten Program** – Children who reside in a non-Title I district (listed above) are eligible for this program. There is a tuition fee for this pre-kindergarten program.

Snug Harbor                    617-984-8951

**CPC Integrated Pre-Kindergarten Program** – Children who reside in a non-Title I district and meet the CPC work/income eligibility requirements. Reduced tuition is available to working parents who meet the criteria governed by the Grant.

Snug Harbor                    617-984-8951

**CPC Pre-Kindergarten and Extended Day** – Children with Limited English Proficiency (LEP) and students serving as language models. This class offers an extended-day option.

Community Care For Kids                    617-471-6473 (ext. 105)

**Special Education Screening** - Consistent with the Special Education Act, Quincy Public Schools conducts a screening for three and four year old children in order to identify those who have special needs.

Snug Harbor                    617-984-8951

Dear Parents,

Registration for the Wollaston School Multilingual Pre-Kindergarten Program will be held on Wednesday, April 30, 2008. This will be at the **Wollaston School** located at 205 Beale Street, between the hours of 9:00 a.m. and noon.

This program is open to families that have **two** working parents, each working at least 30 hours a week, and meet state financial guidelines. The program hours are Monday, Wednesday, Thursday, and Friday from 8:00 a.m. until 2:00 p.m. and Tuesday from 8:00 a.m. until 11:25 a.m. Children must be 4 years old before August 31, 2008.

If you qualify and wish to register, you must bring the following information:

- Proof of employment
- One month of recent pay stubs ( received in the last 6 weeks)

Stubs include: name

date

hours worked

gross pay

- Two updated proofs of residency ( most recent utility bills and/or lease)
- Original birth certificate for **EACH child in the family**, a copy will be made and the original returned to you
- A record of immunizations and recent physical
- If you are self-employed please supply a copy of your 2007 IRS form 4506T
- Child support and alimony ( if applicable)
- SSI for parents and children ( if applicable)

If you have any questions please call Edith Hughes, Coordinator of Early Childhood Education at 617- 984-8712.

Sincerely,

Edith Hughes  
Coordinator of Early Childhood Education