

Quincy Public Schools
Program Improvement Plan
2015-2016

Early Childhood Program

Erin J. Perkins
Director of Elementary
Curriculum and Programs

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Mission Statement

Quincy Public Schools

Our mission is to provide a safe and nurturing learning environment for children to achieve their individual maximum potential.

Our desire is to develop students who persevere in their studies, take responsibility for their choices, and are honest in their character.

We seek to equip the students with the necessary skills to thrive as productive workers and committed citizens, and to meet the challenge of change in a global community.

We strive to help children discover and explore their gifts and talents, and to value and respect each other's uniqueness.

In order to accomplish our mission, staff, parents and students must work in a collaboration of effort and trust with open communication.

Our success will be measured by our students who exemplify a life-long love of learning.

Mission Statement

It is the mission of the Quincy Public Schools to provide an enriching program for young children identified with special needs as well as their typically developing peers. The program uses developmentally appropriate practices which are aligned with the National Association for the Education of Young Children to provide a safe, supportive, and nurturing environment and the academic standards presented in the 2011 MA Curriculum Framework for ELA/Literacy and Mathematics.

In addition, the curriculum meets the social, emotional, cognitive and developmental needs of our young children. Our schools, families, and community work together to provide the foundations for life-long learning.

Coordinator's Message

The early childhood program of the Quincy Public Schools recognizes that a vital and productive society is built on the foundation of its educational system.

A high quality educational system, in turn, is built upon a strong early education program for its youngest learners. This program provides for the optimal physical, social, emotional, and cognitive development of its students in daily activities.

The Quincy Public Schools' early childhood program offers our families the *best* in quality, evidence-based learning experiences for its students. An integrated program that provides teaching and learning for students identified for special intervention services as well as typically developing students from Pre-Kindergarten through the early elementary school grades.

It is our pleasure to work with Quincy families as they begin their educational journey within Quincy Public Schools.

Erin J. Perkins
Director of Elementary
Curriculum and Programs

Program Description

a. Program Design

The early childhood program is funded by Quincy Public Schools, Title I grant, the Full Day Kindergarten grant and a grant issued by the Massachusetts Department of Elementary and Secondary Education's Office of Early Education and Care. This department issues the grant through the Community Partnership for Children (CPC). The lead agency for CPC in our case is the Quincy Community Action Program (QCAP). At the Pre-Kindergarten level, we currently have two sites that house the Inclusive Learning Environments Program.

The Inclusive Learning Environment program is housed at the Snug Harbor Community School and the Amelio Della Chiesa Early Childhood Center. The Pre-Kindergarten programs are inclusive and currently service students of diverse needs and abilities including students identified in need of special education services. The remaining students are described as typically developing children. The ages of these students range from 3-5 years old. Many of our students are referred to us by Step One. Other students enter the program as a result of referrals from Quincy Public Schools' own screening process. Classes are designated as CPC, Title I and citywide, based on the funding source.

In addition, Quincy Public Schools offers free full day Kindergarten in each of our eleven elementary schools. Our Kindergarten programs are also inclusive and provide a diverse range of services based on students' individual needs. Each of our classrooms is well staffed with a teacher and a full-time paraprofessional so that classroom teachers can target and address each student's individual needs. All of our Kindergarten students participate in a screening prior to beginning Kindergarten and their progress is monitored throughout the year by the Kindergarten teacher.

b. Measures of Student Achievement

The achievement of our students is measured through developmental milestones that address social/emotional, motor development and cognitive growth. Students are measured through a combination of benchmark assessments in the areas of literacy and math, standardized assessments such as the *DIBELS Next* and criterion referenced assessments such as the *Developmental Reading Assessment* and the *Brigance*. Yearly reflection of the Kindergarten and Grade 1 *DIBELS Next* scores indicates the success of our Pre-Kindergarten and Kindergarten students' acquisition of early literacy skills.

c. Curriculum and Instruction

The Pre-Kindergarten Program participated in a three year research project. *Project Mosaic* was a research program for Pre-Kindergarten students funded by the Institute of Education Science at the U.S. Department of Education. This study was 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. All classrooms teachers were trained on the *Tools of the Mind* curriculum. *Tools of the Mind* embeds instructional activities that help develop cognitive, behavioral, and emotional self-regulation skills.

Another curriculum utilized in this project was *Literacy Express*. *Literacy Express*, a research-based program, was also implemented in several classes during the *Project Mosaic* research. This program was found to be highly effective at increasing students' oral language, phonological awareness and print knowledge through integrated theme curriculum that provide hands-on tools and manipulatives. Most teachers find that other curricula activities are necessary to meet all the developmental needs of the Pre-Kindergarten students. The team is implementing a Pre-K curriculum that incorporates the best elements of *Tools of the Mind* with other evidence-based programs, such as Telian *Lively Letters* (phonics) and *Literacy Express*.

The Kindergarten program is currently entering the third year of implementation of the *Journeys Program* in the area of Reading, Language Arts and Literacy, and *Go Math!* in the area of Mathematics. Both the *Journeys* and *Go Math!* programs are aligned with the 2011 Common Core Standards for English and Language Arts/Literacy and Mathematics. Both programs also provide opportunities for differentiation based on the individual learning needs of our students. In addition, *Go Math!* and *Journeys* provide opportunities for students to experience digitally enhanced lessons through the use of the website **Think Central**.

The 2011 MA Curriculum Frameworks include a set of unique Pre-Kindergarten and Kindergarten academic standards in both ELA/Literacy and Mathematics. These standards are meant to be “guideposts” to plan for high quality, rigorous instruction. These academic standards correspond with the learning activities in the MA Guidelines for Preschool Learning Experiences and will be incorporated into most daily activities, including play and exploration time. Furthermore, all of our Pre-Kindergarten and Kindergarten programs are accredited through the National Association of Young Children and provide instruction that is developmentally appropriate and aligned to the standards set forth by NAEYC.

Program Assessment

a. Reflection of Goals (2014-2015)

Goal 1 By June 2015, the Kindergarten teachers will continue to prepare for and complete the NAEYC accreditation process.

The Kindergarten Team worked diligently on the above stated goal during the 2014-2015 school year. All eleven elementary schools participated in an intensive reaccreditation process. Site-based teams began this process by meeting with the Elementary Curriculum Coordinator in the fall of 2014. Teams then began the work of updating their NAEYC portfolio and preparing their classrooms for the site visit. A site visit occurred at each of the elementary schools. All of the sites completed this process by the end of the school year and each site did receive a new five year accreditation certificate. As a result of this work, the Team feels that this goal and the created benchmarks were successfully met.

Goal 2 By June 2015, the Kindergarten programs will comply with the Massachusetts Kindergarten Entry Assessment (MKEA) a directive from the Office of Early Education and Care and the Department of Elementary and Secondary Education.

During 2014-2015 all of the Kindergarten teachers across the district participated in the MKEA initiative. This work began with a two day training in the fall on the online progress monitoring system *Teaching Strategies Gold* (TSG). After completing the training Kindergarten teachers met in small site-based teams with the Elementary Curriculum Coordinator to discuss evidence collection and uploading evidence to the TSG website. All of the Kindergarten Teachers completed the upload of evidence to the TSG website by the beginning of January 2015. Teachers then met during the January System-wide day to complete the winter checkpoint. In early spring of 2015, the district learned that the Kindergarten grant would be cut by 20% for fiscal year 2015. Furthermore, the Department of Elementary and Secondary announced the possibility that the Kindergarten grant may not be funded for fiscal year 2016. For this reason and the extensive amount of time this initiative resulted in teachers out of the classroom, the above stated goal was discontinued in February 2015.

Goal 3 During the 2014-2015 school year, the Pre-Kindergarten Team will work collaboratively to plan, develop and implement an

interdisciplinary model curriculum unit with either a Science or Social Studies focus.

The Pre-Kindergarten Team was able to successfully complete two interdisciplinary model curriculum units in the area of science. The developed units are based on the new draft Science Standards and will be implemented during school year 2015-2016. Teachers are currently in the process of finalizing their science kits and completing the organization of a lesson plan binder so that they may be distributed to each Pre-Kindergarten teacher. Binders and kits will be distributed to each teacher in the fall of 2015. This goal was met with great success.

Goal 4 During the 2014-2015 school year, the Pre-Kindergarten Team will analyze and assess their use of strategies that support and develop social emotional and self-regulation skills. The Team will work to develop a collection of assessments and materials that support the development of this important domain.

Teachers began their work on this goal in the fall of 2014 by participating in the Batelle Assessment training, which assists teachers in measuring students' social emotional development as well as cognitive development. Teachers also attended multiple trainings given by Mary Kaminski a Board Certified Behavior Analyst that works closely with students in Pre-Kindergarten through middle school throughout the district. Teachers also had the opportunity to share strategies and best practices in the area of social emotional development and self-regulation. Although the Pre-Kindergarten team worked hard on the above stated goal, the team would like to continue this goal for the 2015-2016 school year. The continuation of this goal will allow the teachers to complete the compilation of a resource binder of lessons and materials; based on the work they did this year, that will be used to support the development of self-regulation and social emotional skills.

b. Analysis of Early Childhood Assessments

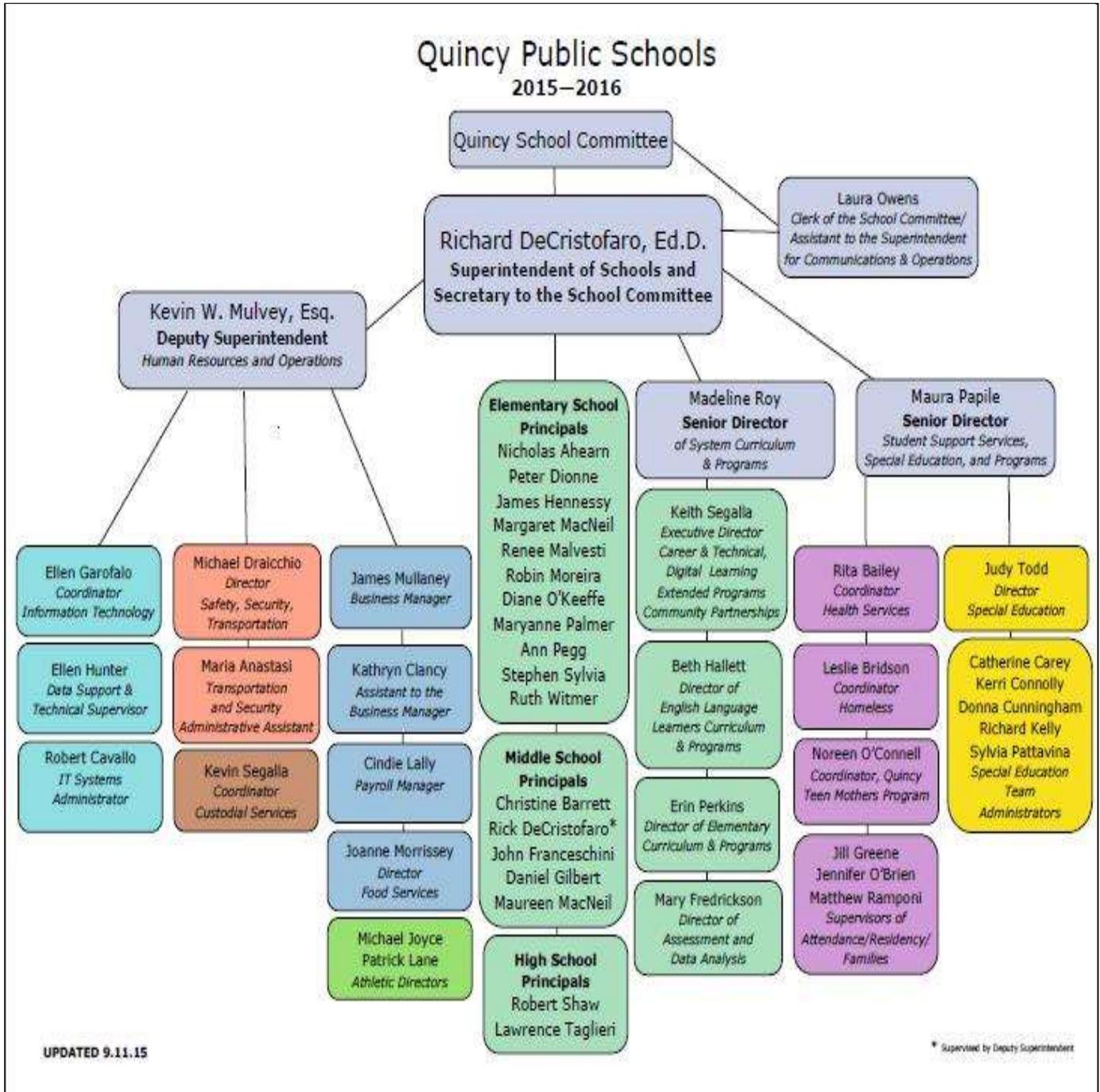
All assessments that are administered to our Pre-Kindergarten and Kindergarten students are developmentally appropriate. They are individually administered and are based on current standards, while also being sensitive to the young learner. *The Early Screening Inventory* is a developmental screening assessment for Pre-Kindergarten and Kindergarten students. This assessment is intended to survey a child's ability to acquire skills rather than their current skill level or performance. This assessment samples student's performance in speech, cognition, and motor development.

The *Brigance* assesses the development of fine and gross motor skills, general knowledge, speech and language, as well as pre-academics and academics. This assessment is given when it is indicated students need extra support in their educational program.

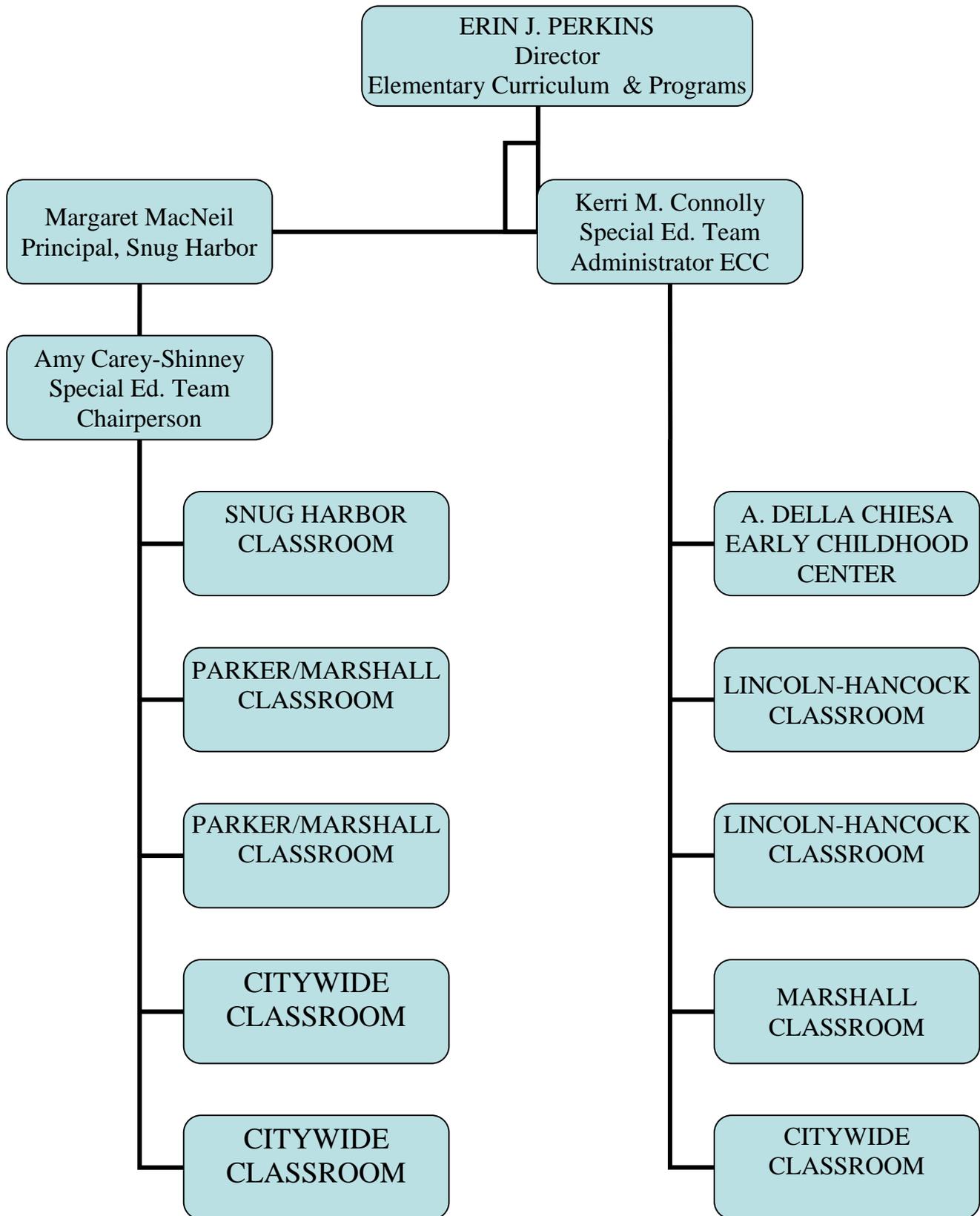
The *Dibels Next*, the *Developmental Reading Inventory (DRA)*, and the *Comprehensive Test of Phonological Processing* are individually administered assessments and are used as part of the Kindergarten and Literacy program. The *DIBELS Next* and *DRA* assessments are given at least three times per year and are primarily used to assist the Kindergarten teachers in monitoring their students' progress and to target and inform their instruction.

District Improvement Plan Alignment

a. System Organizational Chart



b. Pre-Kindergarten Organizational Chart and Staffing



*Classrooms listed by home schools

2015– 2016 Pre-Kindergarten Staff Organization

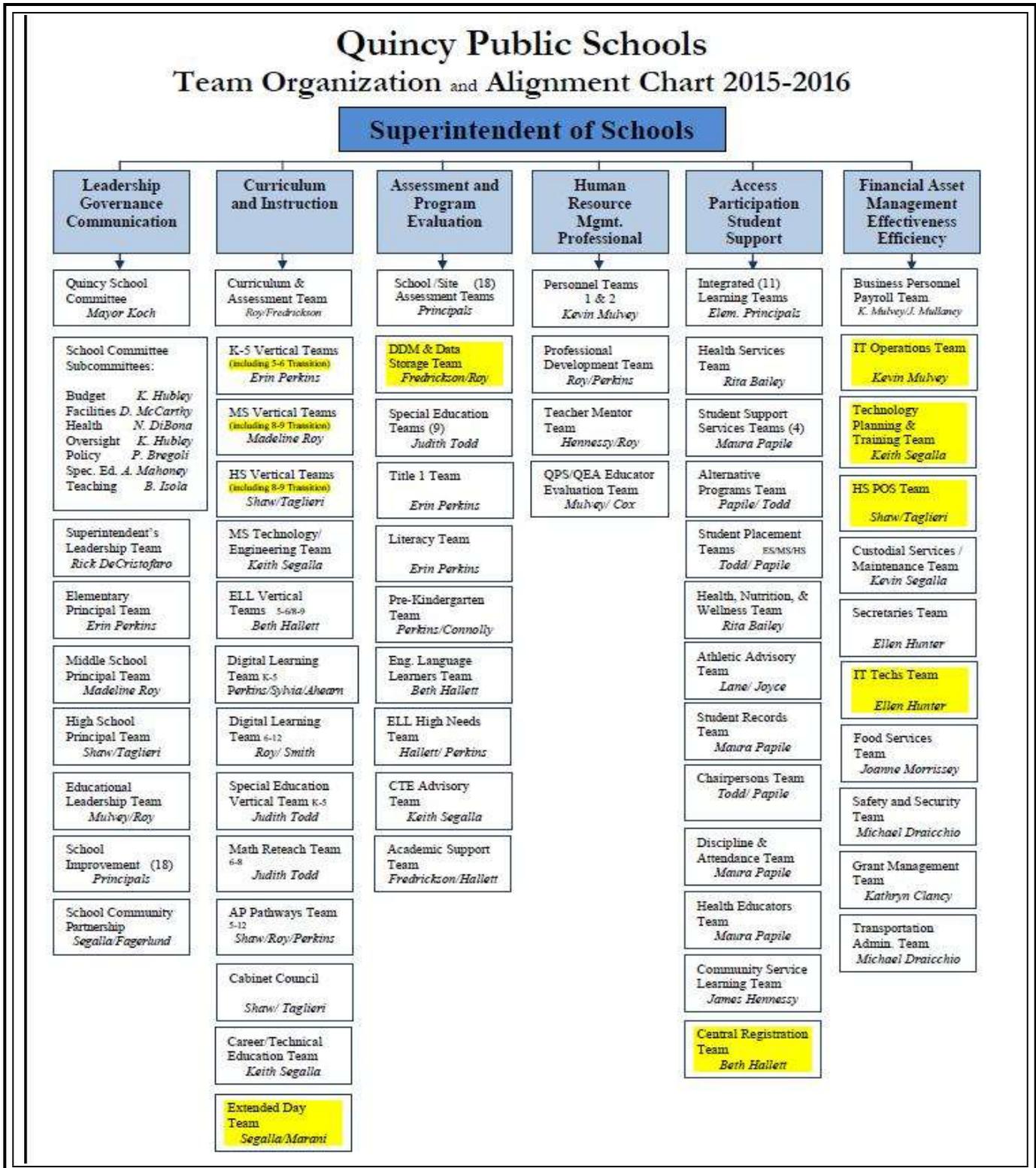
TEACHER	PARAPROFESSIONAL
Snug Harbor Preschool	
Jill Brown	Sharon Jarvie
Meghan Carthas	Terri Riley
Juliann Graham	Karla Jaggernath
Kerry Kelly	Marie Therrien
Sara Riley	Po Sham
Carol Loughman	Secretary
A. Della Chiesa – ECC	
Lori Cahill	Kathy Brooks
Kathryn Ioannilli	Soo Kum Cheung
Jennifer Murphy	Yvonne Richards
Sarah Norwood	Erica Paul
Amanda Harris	Kerry Whooley
Patricia DiBenedetto	Secretary
Susan Opanasets	Paraprofessional

2015-2016 KINDERGARTEN STAFF

School	Names Teacher	Paraprofessional
Atherton Hough	Kimberly Hogan	Gail Anastos
	Carley Zappolo	Catherine MacDonald
Beechwood Knoll	Lauren Lindsay	Shaquita Rockland
	Jane Cobban	Cynthia Ryan
	Nancy Barron	Patricia McNeil
Bernazzani	Colleen Meskell	Janet Shields
	Pamela Martin	Susan Petitti
	Sarah Harrington	Deborah Conley
Lincoln Hancock	Veronica Bowler	Diane O'Connor
	Nancy Hayes	Maryanne Jago
	Kristen Dwyer	Amber Buck
	Alison Moreau	Leslie Lally
	Debra Pizzi	Milly Savage
Clifford Marshall	Kristen Smeriglio	Michele Mulkerrins
	Mary Dunn	Kathy McBurnie
	Lisa Hay	Margaret Flaherty
	Lori Lucas	Paula Schifone
	Julie Barry	Joanne Dennehey
	Desire Troy	Deborah Vaughn
Merrymount	Susan Richardson	Jane Myers
	Kimberly Jones	Kam Le
	Amy DiRocco	Caroline Choueiri
Montclair	Jennifer Diauto	Maisy Tong
	Katherine McElroy	Ying Y. Chu
	Diane Pettinelli	Samantha Chan
	Maggie Kelly	Margaret O'Donovan
Parker	Kerri Moynihan	Carol Chiu
	Debbie Durkin-Finn	Ines Lee
	Christina Simone	Jeanne Zhen
Snug Harbor	Patricia Sullivan	Karen McCarthy
	Melanie Kelly	Janet Casafuz-Cabrera
Squantum	Mary Corwin	Carol Wong
	Danielle LaRose	Kathleen Anastos
Wollaston	Maria Pecoraro	Lisa Carney
	Sarah Landers	Tiffany Chau
	Maureen Fallon	Lan Fong
	36 FTE's	

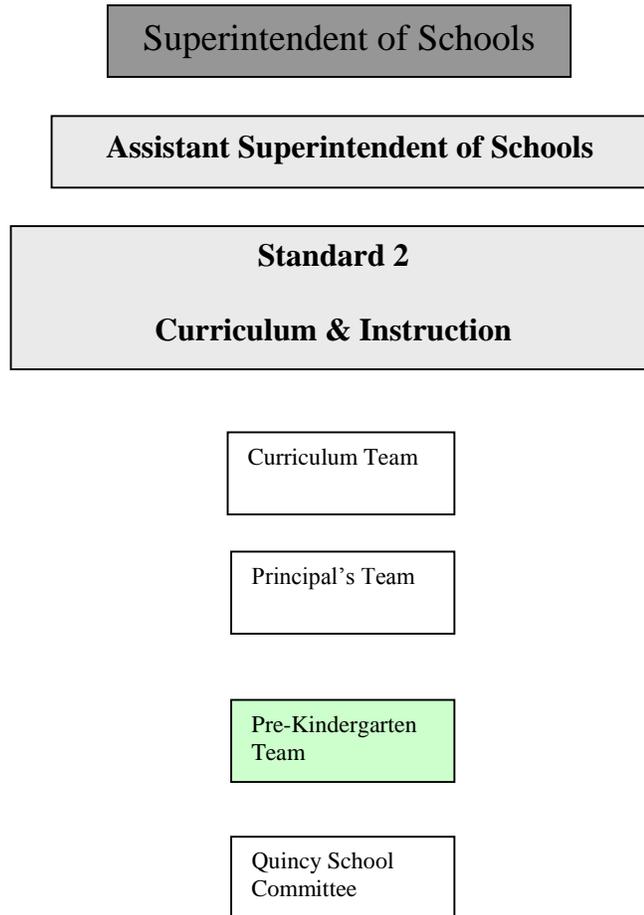
District Improvement Plan Alignment

c. System Team Alignment Chart



District/Program Improvement Alignment

d. DIP Standard/Team Alignment Chart



District/Program Improvement Alignment

e. Team Information

Team: Early Childhood Team
Chairperson: Erin Perkins
Co-Chairperson: Kerri Connolly

Purpose: To enhance system communication regarding early childhood issues and ascertain that knowledge of child development is applied in program designs and practices.

DIP Standard:	Standard 2 ~ Curriculum and Instruction
Key Question:	Are all aspects of the curriculum to the state frameworks? Are instructional practices developed and implemented toward attaining high levels of student achievement?

Indicators	Benchmarks
Indicator: 2 – The district’s curricula in all disciplines are aligned horizontally and vertically	Pre-Kindergarten and kindergarten standards are established that are consistent with the 2011 MA Curriculum Frameworks for ELA/Literacy and Mathematics, as well as the Standards of the National Association for the Education of Young Children (NAEYC) and agencies for district partnerships.
Indicator: 10 Teachers use differentiated instructional strategies that reflect high expectations for all students.	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.
	The district’s early childhood program is highly dedicated to an inclusive environment.

Goal #1: During school year 2015-2016, the Kindergarten Team will develop a new electronic standards based report card and the Pre-Kindergarten Team will develop a new developmental checklist, to be implemented in the fall of 2016.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	By October of 2015, a Kindergarten and Pre-Kindergarten team will be formed. This team will include a Kindergarten teacher from each of the 11 sites and at least 4 Pre-Kindergarten teachers.	List of team members	Kindergarten Teachers, Pre-K Teachers, Elementary Principals, Elementary Curriculum Director
b.	By the end of October 2015, the Kindergarten and Pre-Kindergarten team members will participate in an overview of the work completed by grades 1-5, review samples of other standards based report cards, and begin the work of developing a new report card and progress report.	Report card team agenda Team meeting notes Sign in sheet	Kindergarten, Teachers, Pre-K Teachers, Elementary Curriculum Director
c.	During the course of the fall and winter of 2015-2016, report card team members will meet as many times as necessary to develop the language of the report card and progress report for Kindergarten and Pre-Kindergarten.	Report card team agenda Team meeting notes Sign in sheet	Kindergarten Teachers, Pre-K Teachers, Elementary Curriculum Director
d.	By the end of January 2016, report card team members will update their colleagues on the progress of the new report card and progress report during the scheduled principal meeting.	Principal meeting agendas Principal meeting notes	Kindergarten Teachers, Pre-K Teachers, elementary principals
e.	During the winter and spring of 2016, report card team members will meet as many times as necessary to finalize the language of the report card and progress report and develop a grading rubric.	Report card team agenda Team meeting notes Sign in sheet	Kindergarten Teachers, Pre-Kindergarten Teachers, Elementary Curriculum Director
f.	By the end of June 2016, report card team members will share the final draft of the new report card and progress report with their colleagues. Teachers will also spend time reviewing the grading rubric and preparing for fall implementation.	System wide PD agenda, System wide PD notes, Sign in sheet	Kindergarten Teachers, Pre-Kindergarten Teachers, Elementary Curriculum Director
g.	During the summer and fall of 2016, Kindergarten teachers will participate in Aspen gradebook posting training in order to prepare for fall 2016 implementation.	Sign in sheet	Kindergarten Teachers, Pre-Kindergarten Teachers, Elementary Curriculum Director

Goal #2: During school year 2015-2016, the Kindergarten and Pre-Kindergarten teachers will be trained in and begin to transition to the Handwriting Without Tears Curriculum.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	August 31 st : Kindergarten Teachers will participate in a Handwriting Without Tears training. Teachers will be given the needed materials during the training to implement the program within their classroom.	Sign-in sheet for the training, Agenda from training	Kindergarten Teachers, Director of Elementary Curriculum
b.	November 24 th : Kindergarten and Pre-Kindergarten Teachers will participate in a Handwriting Without Tears training. Teachers will be given the needed materials during the training to implement the program within their classroom.	Sign-in sheet for the training, Agenda from training	Kindergarten Teachers, Director of Elementary Curriculum, Team administrator of the Pre-Kindergarten Program
c.	By the end of November 2015, Pre-Kindergarten teachers will participate in the “School Readiness” training provided by Handwriting without Tears.	Sign-in sheet for the training, Agenda from training	Pre-Kindergarten Teachers, Director of Elementary Curriculum, Team administrator of the Pre-Kindergarten Program
d.	December 2015: Kindergarten and Pre-Kindergarten teachers will meet in small groups to discuss the Handwriting Without Tears training and begin work on aligning the materials with the Journeys scope and sequence and the Literacy Express scope and sequence.	Agenda from small group meetings, meeting notes, curriculum alignment document	Kindergarten Teachers, Director of Elementary Curriculum, Team administrator of the Pre-Kindergarten Program, Pre-Kindergarten Teachers
e.	January 2016: Kindergarten teachers will meet in small groups to continue work on aligning Handwriting Without Tears to the Journeys materials and Literacy Express materials.	Agenda from small group meetings, meeting notes, curriculum alignment document	Kindergarten Teachers, Director of Elementary Curriculum, Team administrator of the Pre-Kindergarten Program, Pre-Kindergarten Teachers
f.	April 2016: Kindergarten and Pre-Kindergarten teachers will meet in small groups to finalize work on alignment document.	Agenda from small group meetings, meeting notes, curriculum alignment document	Kindergarten Teachers, Director of Elementary Curriculum, Pre-Kindergarten Teachers, Team administrator of the Pre-Kindergarten Program

g.	By the end of June 2016, Kindergarten Teachers who participated in the alignment of Handwriting Without Tears to Journeys will share the alignment guide with their grade level colleagues.	Sign in sheet , Agenda, copy of final alignment document	Kindergarten Teachers, Director of Elementary Curriculum
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Goal #3: During the 2015-2016 school year, the Pre-Kindergarten Team will continue to analyze and assess their use of strategies that support and develop social emotional and self-regulation skills. The Team will work to develop a collection of assessments and materials that support the development of this important domain; including participation in the implementation of PBIS.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	During the fall of 2015, members of the Pre-Kindergarten Team will participate in the district wide training for PBIS	Sign-in sheet, agenda from trainings	Pre-Kindergarten Team
b.	During the fall of 2015, the Pre-Kindergarten Team will analyze and share current lessons and materials that support the development of self-regulation, social emotional development and the implementation of PBIS.	Team meeting notes, sample lesson plans, agenda	Pre-Kindergarten Team
c.	During Team meetings in November 2015 – February 2016, the Pre-Kindergarten Team will participate in a follow up training on providing strategies to enhance and develop self-regulation and social emotional skills in the Pre-Kindergarten classroom.	Team meeting notes, agendas, PowerPoint presentations	Pre-Kindergarten Team consultant
d.	During the winter of 2015-2016, the Pre-Kindergarten Team will complete the development of a binder of lessons and materials to be used to support the development of self-regulation and social-emotional development.	Binder of lessons and materials, team meeting notes, agendas	Pre-Kindergarten Team
e.	February of 2016, the Pre-Kindergarten Team will make any final changes to the lessons and materials and share reflections in regards to implementation of the material.	Team meeting notes, amended materials, agenda	Pre-Kindergarten Team

Related Professional Development: PRE-K Team

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters	Goal Number
8/31/15	9:00 – 1:00	Coddington PD room	Kindergarten Teachers	Handwriting without Tears	Consultant	2
9/29/15	9:00-3:30	ECC	Pre-Kindergarten	Handwriting without Tears Curriculum Training	Consultant	2
10/13/15	8:00- 9:30	ECC	Pre-Kindergarten Teachers and therapists	Introduce work on new developmental checklist/ Complete Science units	Kerri Connolly	1,3
10/20/15	9:00-11:00	Coddington PD Room	Pre-K, K Paras	Handwriting without Tears overview	Erin Perkins	5
11/10/15	12:00-2:00	ECC	Pre-K Team	Work on new developmental report card	Kerri Connolly	1
11/24/15	9:00-11:00	Coddington PD Room	Pre-K, K Paras	Strategies for working with ELLs in the classroom	ELL Teacher	5
12/8/15	12:30-3:30	ECC	Pre-Kindergarten	Social Emotional/Self-Regulation Work	Mary Kaminski	4
12/15/15	8:00-9:30	ECC	Pre-K Team	Social Emotional/Self-Regulation work	Erin Perkins Kerri Connolly	4
12/22/15	9:00-11:00	Coddington PD Room	Pre-K, K Paras	Strategies for Developing Self-Regulation Skills	Mary Kaminski	5
2/23/16	9:00-11:00	Snug Harbor PD Room	Pre-K, K Paras	Language Development in the Early Childhood Classroom.	Ellen Ridge	5
3/8/16	8:00-9:30	ECC	Pre-K Team	Continue work on the new developmental report card	Erin Perkins Kerri Connolly	1
3/29/16	9:00-11:00	Coddington PD Room	Pre-K, K Paras	Building Prosocial Skills	Erin Perkins	5

4/12/16	8:00-9:30	ECC	Pre-K Team	report card/ Complete Social Emotional resource binder	Erin Perkins Kerri Connolly	1,4
4/26/16	9:00-11:00	Snug Harbor PD Room	Pre-K, K Paras	Fostering Children's Reading Development	Erin Perkins	5
5/17/16	8:00-9:30	ECC	Pre-K Team	Review goals for 2015-2016/begin goal setting for 2016	Erin Perkins Kerri Connolly	1-5
5/24/16	9:00-11:00	Coddington PD Room	Pre-K, K Paras	Learning Through Play	Erin Perkins	5
6/14/16	12:30-2:00	ECC	Pre-K Team and Kindergarten Team	Transition meeting/ develop goals for 2016	Kerri Connolly, Erin Perkins	1-4

Team Membership:

Member Names	Title	Ext.	Email @quincypublicschools.com
Erin J. Perkins	Director of Elementary Curriculum & Programs	8712	erinperkins@quincypublicschools.com
Amy Carey Shinney	SPED Team Chair	8953	amycareyshinney@quincypublicschools.com
Margaret MacNeil	Snug Harbor Principal	8763	margaretmacneil@quincypublicschools.com
Kerri Connolly	Team Administrator	8777	kerriconnolly@quincypublicschools.com
Jill Brown	Pre-K teacher-Snug Harbor	8951	jillbrown@quincypublicschools.com
Meghan Carthas	Pre-K teacher-Snug Harbor	8951	meghancarthas@quincypublicschools.com
Julieann Graham	Pre-K teacher-Snug Harbor	8951	julieanngraham@quincypublicschools.com
Kerry Kelly	Pre-K teacher-Snug Harbor	8951	kerrykelly@quincypublicschools.com
Sara Riley	Pre-K teacher-Snug Harbor	8951	sarariley@quincypublicschools.com
Amanda Harris	Pre-K teacher-ECC	8777	amandaharris@quincypublicschools.com
Lori Cahill	Pre-K teacher-ECC	8777	loricahill@quincypublicschools.com
Kathryn Ioannilli	Pre-K teacher-ECC	8777	kathrynioannilli@quincypublicschools.com
Jennifer Murphy	Pre-K teacher-ECC	8777	jennifermurphy@quincypublicschools.com
Sarah Norwood	Pre-K teacher-ECC	8777	sarahnorwood@quincypublicschools.com

Pre-Kindergarten Team Meeting Schedule

Meeting Dates	Times	Location
10/13/2015	8:00 – 9:30	ECC
11/10/2015	12:30-2:00	ECC
12/15/2015	8:00 – 9:30	ECC
03/08/2016	8:00 – 9:30	ECC
04/12/2016	8:00 – 9:30	ECC
05/10/2016	8:00 – 9:30	ECC
06/14/2016	12:30-2:00	ECC

Appendix

- a. Sample Pre-Kindergarten Newsletter
- b. Sample lesson plan from model curriculum unit
- c. Sample Handwriting without Tears Practice Chart
- d. NAEYC Accreditation Awards