

Quincy Public Schools
Program Improvement Plan
2018-2019

Early Childhood Program

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Special Education and Early Childhood Curriculum

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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.

Kerri Connolly & Julie
Graham

Program Description

a. Program Design

The early childhood program is funded by Quincy Public Schools, Title I grant, and 2 grant issued by the Massachusetts Department of Elementary and Secondary Education. This department issues these grants 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 three sites that house the Inclusive Learning Environments Program.

The Pre-Kindergarten programs are housed at the Snug Harbor Community School, Point Webster Middle 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.

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 is currently implementing a Pre-K curriculum that aligns to the 2017 MA Curriculum Frameworks for Mathematics, English and Language Arts/Literacy, Science, and Social Emotional Learning and Approaches to Play and Learning. The PreK curriculum incorporates the best elements of evidence-based programs such as *Tools of the Mind*, *Telian Lively Letters* (phonics), *Handwriting Without Tears*, *Calm Classroom* and *PBIS*. The PreK curriculum has been found to be highly effective at increasing students' oral language, phonological awareness and print knowledge, foundational math and science skills, and social/emotional skill development through integrated thematic units that provide hands-on learning experiences at a variety of developmental levels.

The Kindergarten program is currently implementing 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 2017 Common Core Standards for English and Language Arts/Literacy and Mathematics. Both programs provide opportunities for differentiation based on the individual learning needs of our students. To further support differentiation, the Kindergarten teachers implement lesson plans in *Close Reading* and *Guided Math*. In addition, *Go Math!* and *Journeys* provide opportunities for students to experience digitally enhanced lessons through the use of the website **Think Central**. To further support the needs of our students, the Kindergarten teachers have been trained in and are implementing *Telian Lively Letters*, *Handwriting Without Tears*, *Calm Classroom* and *PBIS*. The implementation of these programs at both the PreKindergarten and Kindergarten levels helps to support a smooth transition between grade levels.

The 2017 MA Curriculum Frameworks include a set of unique Pre-Kindergarten and Kindergarten academic standards in ELA/Literacy, Mathematics, Science, and Social and Emotional Learning. 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.

Program Assessment

a. Reflection of Goals (2017-2018)

Goal 1 During school year 2017-2018, the Pre-Kindergarten team will participate in training in the implementation of PBIS and Calm Classroom in the Pre-K setting. Teachers will then embed the strategies and activities from PBIS and Calm Classroom into their current classroom practices based on the MA Standards for Social and Emotional Learning, and Approached to Play and Learning.

The Pre-Kindergarten team worked diligently on the above stated goal during the 2017-2018 school year. The Pre-Kindergarten team attended professional development on the implementation of Calm Classroom and PBIS. The Pre-Kindergarten team was successful in embedding Calm Classroom strategies and activities into their daily practice and in making PBIS developmentally appropriate for Pre-Kindergarten aged children (see Appendix B). The Pre-Kindergarten team will continue to make the MA Standards for Social and Emotional Learning, and Approached to Play and Learning a priority in their classrooms for the 2018-2019 school year.

Goal 2 During school year 2017-2018, the Kindergarten and Pre-Kindergarten teachers will utilize strategies and materials from Foundations in Mathematics course to further support student success in the content area of mathematics based in MA Curriculum Frameworks for Mathematics.

The Kindergarten and Pre-Kindergarten teams worked throughout the 2017-2018 school year to incorporate strategies and materials from Foundations in Mathematics course to further support student success in the content area of mathematics based on MA Curriculum Frameworks for Mathematics. All PreK and Kindergarten teachers who had not previously done so attended the Foundations in Mathematics course during the 2017-2018 school year. In addition, all PreK and Kindergarten teachers attended a professional development workshop focused on creating hands-on instructional materials. Both teams feel strongly that utilizing this hands-on approach to math instruction adds additional layers of supports and interventions for all students. This goal was successfully met.

Goal 3 During the 2017-2018 school year, the Pre-Kindergarten team will provide opportunities to further develop the collaboration between the home and school environments.

During the 2017-2018 school year, the Pre-Kindergarten team participated in a number of school and/or community based events that supported the collaboration between the home and school environments. Some of these events include: Welcome to Pre-Kindergarten night, 1000 Books at the Thomas Crane Public Library, Circle of Songs with Hugh Hanley, Health fair and the ECC Family Art Show. Although this goal was successful met, the Pre-Kindergarten team will work to increase opportunities for collaboration between the home and school environments.

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. Organizational Chart and Staffing

2018-2019 Pre-Kindergarten Staff Organization

TEACHER	PARAPROFESSIONAL
Snug Harbor Preschool	
Jill Brown	Nancy Dunn
Meghan Carthas	Terri Riley
Fallon Creedon	Carla Jaggernath
Sara Riley	Po Sham
Aileen Quilty	Eileen Richardson
Carol Loughman	Secretary
Point Webster	
Kerry Kelly	Marie Therrien
A. Della Chiesa – ECC	
Lori Cahill	Kathy Brooks
Kathryn Ioannilli	Peace Hui
Jennifer Murphy	Kerry Whooley
Sarah Norwood	Soo Kim Cheung
Erika Paul	Yvonne Richards
Patricia DiBenedetto	Secretary
Susan Opanasets	Paraprofessional

2018-2019 Kindergarten Staff Organization

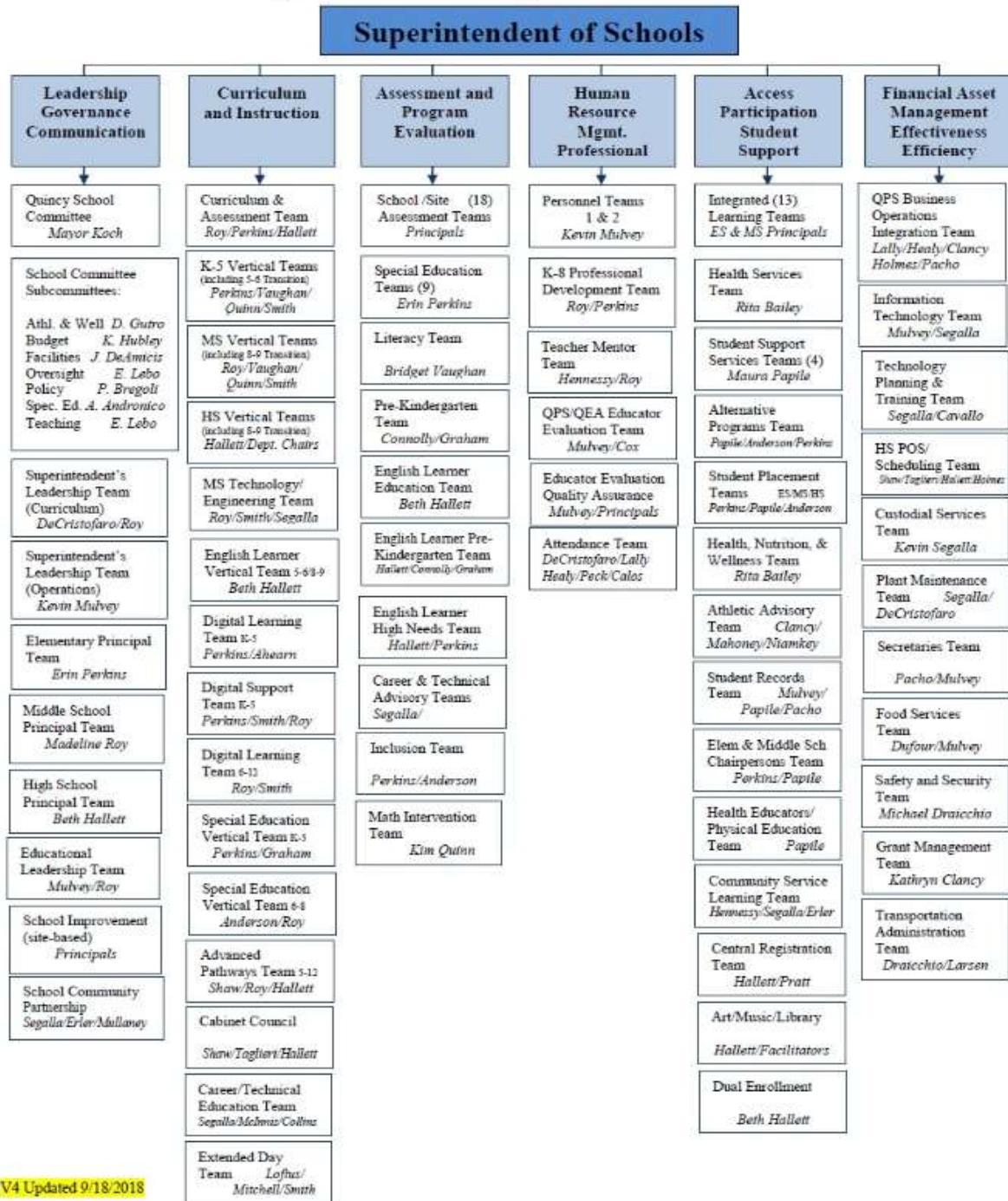
School	Names Teacher	Paraprofessional
Atherton Hough	Kimberly Hogan	Laura Reese
	Carley Zappolo	Catherine MacDonald
	Julianne Flynn	Diane Markarian
Beechwood Knoll	Lauren Lindsay	Cynthia Ryan
	Nancy Barron	Patricia MacNeil
	K Moy	Lynn Little
Bernazzani	Colleen Meskell	Kaitlyn Hillson
	Pamela Martin	Susan Petiti
	Sarah Harrington	Deborah Conley
Lincoln Hancock	Veronica Bowler	Diane O'Connor
	Nancy Hayes	Maryanne Jago
	Kristen Dwyer	Laura Reggianini
	Alison Moreau	Leslie Lally
	Mary Kay White	Dawn Haskell
	Jillian Carchedi	Rebecca St. Jean Baptiste
Clifford Marshall	Kristen Smeriglio	Michelle Mulkerins
	Mary Dunn	Catherine McBurney
	Erin Bertrand	Christine Batson
	Lori Lucas	Paula Schifone
	Julie Barry	Joanne Dennehey
	Desire Troy	Deborah Vaughn
Merrymount	Susan Richardson	Janet Myers
	Kimberly Jones	Kam Lee
	Kerri DeAngelis	Kathleen Powers
	Amy DiRocco	Caroline Choueiri
Montclair	Julie Connolly	Maisy Tong
	Diane Pettinelli	Margaret Donovan
	Susan Kane	Mei Mei Yip
	Katherine McElroy	Leeanne O'Shea

Parker	Kerri Moynihan	Ines Lee
	Katherine Thompson	Carol Chiu
	Courtney Byrne	Shaquita Rockland
Snug Harbor	Courtney Alcott	Karen McCarthy
	Melanie Kelly	Janet Casafuz-Cabrera
Squantum	Mary Corwin	Yuen Ning Chu
	Danielle LaRose	Lisa Sullivan
	Cheryl Dee Kelly	Erin Quigley
Wollaston	Maria Pecoraro	Lisa Carney
	Sarah Landers	Lan Fong Liu
	Maureen Fallon	Tiffany Wong-Chau
	39 FTE's	

District Improvement Plan Alignment

b. System Team Alignment Chart

Quincy Public Schools Team Organization and Alignment Chart 2018-2019



V4 Updated 9/18/2018

a. Team Goals

Goal #1: During school year 2018-2019, the Pre-Kindergarten team will develop and implement a minimum of 5 Thematic Play Units based on the MA Standards for Social and Emotional Learning, and Approached to Play and Learning.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	In the fall of 2018, Pre-Kindergarten teachers will review the MA Standards for Social and Emotional Learning, and Approaches to Play and Learning	MA Standards for SEL	Pre-Kindergarten Teachers, Team Administrator of the Pre-Kindergarten Program
b.	In Oct. 2018, the Pre-Kindergarten teachers will create a first draft of Thematic Play Units they would like to develop	Sign in Sheet Draft of Thematic Play Units	Pre-Kindergarten Teachers, Team Administrator of the Pre-Kindergarten Program
c.	By the end of Nov. 2018, Pre-Kindergarten teachers will share feedback on the implementation of at least 1 Thematic Play Unit	Sign in sheet Notes of feedback Daily Lesson Plans	Pre-Kindergarten Teachers, Team Administrator of the Pre-Kindergarten Program
d.	During the winter/spring of 2019, Pre-Kindergarten teachers will continue to create and implement Thematic Play Units	Daily Lesson Plans	Pre-Kindergarten Teachers
e.	By the end of March 2019, Pre-Kindergarten teachers will create and implement 3 additional Thematic Play Units.	Sign in sheet Notes of feedback Daily Lesson Plans	Pre-Kindergarten Teachers, Team Administrator of the Pre-Kindergarten Program
f.	In March 2019, the Pre-Kindergarten team will attend a presentation by the Life is Good Playmakers	Sign in sheet Copy of presentation	Pre-Kindergarten Teachers, Team Administrator of the Pre-Kindergarten Program
g.	In the Spring of 2019, Pre-Kindergarten teachers will meet to review and share the 5 Thematic Play Units they created	Sign in sheet Notes of changes Daily Lesson Plans	Pre-Kindergarten Teachers, Team Administrator of the

			Pre-Kindergarten Program
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Goal #2: During school year 2018-2019, the Kindergarten and Pre-Kindergarten teachers will create and implement a minimum of 5 Close Reading lesson plans to further support student success in the content area of literacy based on MA English Language Arts and Literacy Curriculum Frameworks.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	In the fall of 2018, Kindergarten teacher will participate in Close Reading training with Dr. Nancy Boyles	Sign in sheet	Team Administrator, Kindergarten Teachers
b.	In the fall of 2018, Kindergarten teachers will receive the Close Reading lesson plan template and sample lesson plans	Close Reading lesson plan template Sample Lesson Plans	Kindergarten Teachers
c.	In the fall of 2018, Kindergarten teachers will create and implement at least 1 Close Reading lesson plan	Lesson Plan	Kindergarten Teachers,
d.	In January 2019, Kindergarten teachers will share their Close Reading lesson plan with Pre-Kindergarten teachers. Both groups will collaborate on creation of more lesson plans to be shared with their building team.	Sign in sheet Lesson Plans	Team Administrator, Pre-Kindergarten Teachers, Kindergarten Teachers
e.	In March 2019, Pre-Kindergarten and Kindergarten teachers will meet in small groups to share experiences and feedback on implementation of Close Reading	Sign in sheet, meeting notes	Kindergarten Teachers, Team Administrator of the Pre-Kindergarten Program, Pre-Kindergarten Teachers
f.	In June 2018, Pre-Kindergarten and Kindergarten teachers will share feedback and outcomes during scheduled transition meeting	Sign in sheet Transition cards	Kindergarten Teachers, Team Administrator of the Pre-Kindergarten Program, Pre-Kindergarten Teachers

Goal #3: During the 2018-2019 school year, the Pre-Kindergarten team will collaborate with EL staff to ensure the implementation of the LOOK Act (Language Opportunity for our Kids).

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	By Oct. 15, 2018, PreK teachers will administer the PreLAS to all children entering Kindergarten in Sept. 2019 that have been identified as EL based on the Home Language Survey.	PreLas scored shared on PreK Google Drive to be shared with QPS Data Support	PreK teachers
b.	During the fall/winter 2018, PreK teachers will modify instruction for language acquisition based on principles of SEI (Structured English Immersion) for students identified as EL based on the Home language Survey	Lesson Plans	PreK teachers
c.	In January 2019, the PreK teachers will meet with EL teacher (s) to begin the process of collaborations between EL staff and PreK teachers	Lesson Plans Meeting Notes	PreK Team Administrator PreK teachers EL teachers (s)
d.	By March 1, 2019, PreK teachers will administer the PreLas to all PreK students identified as EL based on the Home Language Survey	PreLas scored shared on PreK Google Drive to be shared with QPS Data Support	PreK teachers
e.	In March 2019, PreK teachers will meet with EL teacher (s) to map out how to best serve students who have been identified as EL in compliance with the LOOK Act beginning in Sept. 2019	Lesson Plans Meeting Notes	PreK Team Administrator PreK teachers EL teachers (s)

Related Professional Development: PRE-K Team

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters	Goal Number
9/6/18	8:30-2:00	Bernazzani/ Snug	Kindergarten Teachers	Close Reading	Dr. Nancy Boyles Julie Graham	2
9/25/18	12:20-3:50	ECC	CARES (ECC)	Social Emotional Learning	Kerri Connolly, Juliya Krasnopolsky	1
10/9/18	12:20-1:50	ECC	Pre-Kindergarten Teachers	CPI	Katie Carey Julie Graham	1
10/23/18	12:20-1:50	Snug and ECC	Pre-K, K	Thematic Play Units	Kerri Connolly, Julie Graham	1
11/20/18	8:00-9:30	ECC	Pre-K	Thematic Play Units	Kerri Connolly, Julie Graham	1
1/15/19	8:00-9:30	ECC	Pre-K	LOOK Act	Kerri Connolly, Julie Graham EL Staff	3
1/22/19	1:00-4:00	ECC	Pre-K, K	Close Reading	Kerri Connolly, Julie Graham	2
2/12/19	12:20-3:50	ECC	Pre-K and CARES (ECC)	Thematic Play Units	Kerri Connolly, Julie Graham	1
3/12/19	1:00-4:00	Snug	Pre-K	Playmakers	Kerri Connolly, Julie Graham	1
3/26/19	8:00-9:30	ECC	Pre-K	LOOK Act	Kerri Connolly, Julie Graham, EL Staff	3
5/28/19	12:20-1:50	ECC	Pre-K	Review 2018-2019 goals/begin goal setting for 2019-20	Kerri Connolly, Julie Graham	1-3
6/11/19	1:00-4:00	ECC	Pre-K, K	Transition Meeting	Kerri Connolly, Julie Graham	1-3

Team Membership:

Member Names	Title	Ext.	Email @quincypublicschools.com
Cathy Aho	SPED Team Chair	8953	catherineaho@quincypublicschools.com
Michael Marani	Snug Harbor Principal	8763	michaelmarani@quincypublicschools.com
Kerri Connolly	Team Administrator	8777	kerriconnolly@quincypublicschools.com
Julie Graham	Team Administrator	8803	juliegraham@quincypublicschools.com
Jill Brown	Pre-K teacher-Snug Harbor	8951	jillbrown@quincypublicschools.com
Meghan Carthas	Pre-K teacher-Snug Harbor	8951	meghancarthas@quincypublicschools.com
Fallon Creedon	Pre-K teacher-Snug Harbor	8951	falloncreedon@quincypublicschools.com
Aileen Quilty	Pre-K teacher-Snug Harbor	8951	aileenquilty@quincypublicschools.com
Sara Riley	Pre-K teacher-Snug Harbor	8951	sarariley@quincypublicschools.com
Kerry Kelly	Pre-K teacher at Point Webster	3381	kerrykelly@quincypublicschools.com
Erica Paul	Pre-K teacher-ECC	8777	ericapaul@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

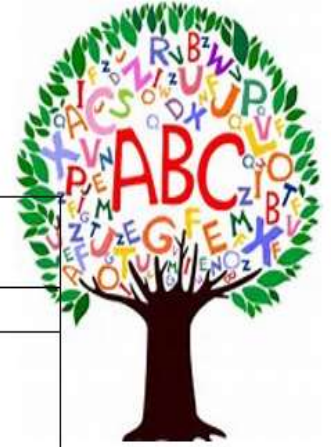
Pre-Kindergarten Team Meeting Schedule

Meeting Dates	Times	Location
10/9/18	12:20-1:50	ECC and Snug
11/20/18	8:00 – 9:30	ECC
01/15/19	8:00-9:30	ECC
03/26/19	8:00 – 9:30	ECC
05/28/19	12:20-1:50	ECC
06/11/19	1:00-4:00	ECC

Appendix

- a. Sample QPS Integrated Preschool Expectations Matrix
- b. Sample Pre-Kindergarten Newsletter

QPS Integrated Preschool Expectations Matrix



Expectation	Location		
	Classroom	Playground	Hallway
Respectful	Eyes Watching Ears Listening Voices Quiet	Taking Turns Include Others Follow Rules	Voices Quiet Hands to Self
Kind	Play Fair Help Others Kind Actions	Take Turns Help Others Include Others	Respond to Greetings Pass Door
Safe	Calm Body Walking Feet Personal Space	Stay with the Group Kind Hands Line up with Class	Calm Body Walking Feet Stay Together
Hardworking	Try Your Best Listening Ears Participate	Be Active Play with Others	Listening Ears Eyes Watching Body Calm

ROOM 25B NEWS

Pre-K at Point Webster Middle School

vol. 1, no. 3 September 27, 2018



FAMILY

-This week the children continue to explore the roles of Families in our play centers. We are having fun pretending to be Mommies, Daddies, sisters, brothers, Grandmas and Grandpas.

-Don't forget to send in your family photo for our Family Tree!

-Wednesday was our 10th day of preschool! We read Ten Black Dots, and the children created a picture using ten black dots.

-As part of our Small Group Time, each day the children are exploring books related to our play theme. We spend time each day retelling, learning vocabulary, making predictions, and sequencing familiar stories. This week we explored the books Goodnight Moon, The Napping House, and Bee Bim Bop.

-We explored quantities of 10 with the books Ten Apples Up On Top and Ten Red Apples. The children played an Apple Tree Counting game with playdough and dice.



APPLES, APPLES

-Next week we will begin a study of Apples. The children will use their five senses to explore the properties of a variety of apples. We will graph which variety we like best.

-We will cook applesauce together.

-For our Apple Study, we would like each child to bring ONE apple to school on Monday, October 1st. Any variety will do as we will be comparing the size, shape, and color of our apples.

