

Quincy Public Schools
Program Improvement Plan
2012-2013

Pre-Kindergarten Program

Madeline Roy
Coordinator of Curriculum
PreK-5 and Title I

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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

Pre-Kindergarten

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 in alignment with the National Association for the Education of Young Children to provide a safe, supportive, and nurturing environment and the Pre-Kindergarten academic standards presented in the 2011 MA Curriculum Framework for ELA/Literacy and Mathematics.

In addition, the curriculum meets 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.

Coordinator's Message

The Pre-Kindergarten 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' Pre-Kindergarten program offers our families the *best* in quality, evidence-based learning experiences for its students. This is an integrated program that provides teaching and learning for students identified for special intervention services as well as typically developing students.

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

Madeline Roy,
Coordinator of Curriculum
PreK-5 and Title I

Program Description

a. Program Design

The Pre-Kindergarten Program is funded by Quincy Public Schools, Title I 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). 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 Prekindergarten 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 3-4 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. We also provide educational opportunities for our youngest English Language Learners. Classes are designated as CPC, Title I and citywide, based on the funding source.

b. Measures of Student Achievement

The achievement of our Pre-Kindergarten students is measured through developmental milestones that address social/emotional, motor development and cognitive growth. Pre-Kindergarten teachers are exploring the benefits of the Work Sampling System, an on-going formative assessment tool. This system is one assessment sanctioned by Universal Pre-K as well as the Massachusetts Kindergarten Entry Assessment (MKEA) initiative. Yearly reflection of the Kindergarten DIBELS Next scores indicates the success of our Pre- Kindergarten students' acquisition of early literacy skills. We know that close to 90% of our Pre-Kindergarten students move into our full day kindergarten.

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* embed 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 designing a Pre-K curriculum that incorporates the best elements of *Tools of the Mind* with other evidence-based programs, such as Telian (handwriting) and *Literacy Express*. Team members will implement that curriculum throughout each classroom in the program.

The Common Core Standards for English Language Arts/Literacy and Mathematics were adopted by the MA Board of Elementary and Secondary Education in July 2010. The MA Curriculum Frameworks include a set of unique Pre-Kindergarten academic standards in ELA/Literacy and Mathematics. These standards are meant as "guideposts" to plan for high quality, rigorous instruction and apply to students at the end of their Pre-Kindergarten experience. 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 (2011-2012)

Goal 1- During the 2011 -2012 school year, the Pre-Kindergarten teachers worked during their team meetings to write an integrated curriculum based on *Tools of the Mind* and *Literacy Express*.

The staff participated in two days of professional development delivered by a consultant from Florida State University to learn how to best implement *Literacy Express*. The staff then discussed the strengths and weaknesses of each program: *Tools of the Mind* and *Literacy Express*. As the year progressed Pre-Kindergarten staff identified integrated themes to teach in the curriculum and established a scope and sequence for teaching specific themes throughout the year. Essential components from *Tools of the Mind* and *Literacy Express* were chosen to incorporate into curriculum plans. Literacy Express material was purchased for each teacher. The teachers designed a curriculum map arranged by month. It tracked the integrated units with accompanying student learning activities. These are currently being aligned with the new Massachusetts Common Core Standards for Pre-Kindergarten in both ELA and Math.

Goal 2- During the 2011-2012 school year, the Pre-Kindergarten teachers will participate in training for the *Work Sampling System*.

The teachers participated in professional development sessions to refine their understandings and implementation of the *Work Sampling System*. Consultant Julie Culhane presented a review of work sampling to staff. The SPED team administrator conducted workshops and team meetings to assist staff in utilizing Work Sampling Guidelines and Checklists to improve IEP goals for students.

Goal 3 – The Pre-Kindergarten staff will design a transition model for June 2011.

The Pre-Kindergarten Team worked together to implement a two-tiered model of transition for Pre-Kindergarten to full-day Kindergarten. In May, guidance counselors from each elementary school met with team administrators from each Pre-K site to identify and plan for students who may struggle with transitioning into a full day kindergarten program. This group also consulted with Head Start and other community-based providers. All stakeholders felt this was a very worthwhile practice and will become a permanent structure for the Pre-K to K transition model. Also, each Pre-Kindergarten teacher met with the Kindergarten teachers to share information on the development (social/emotional, physical and cognitive) of the students that will attend their kindergarten classes in the fall.

b. Analysis of Early Childhood Assessments

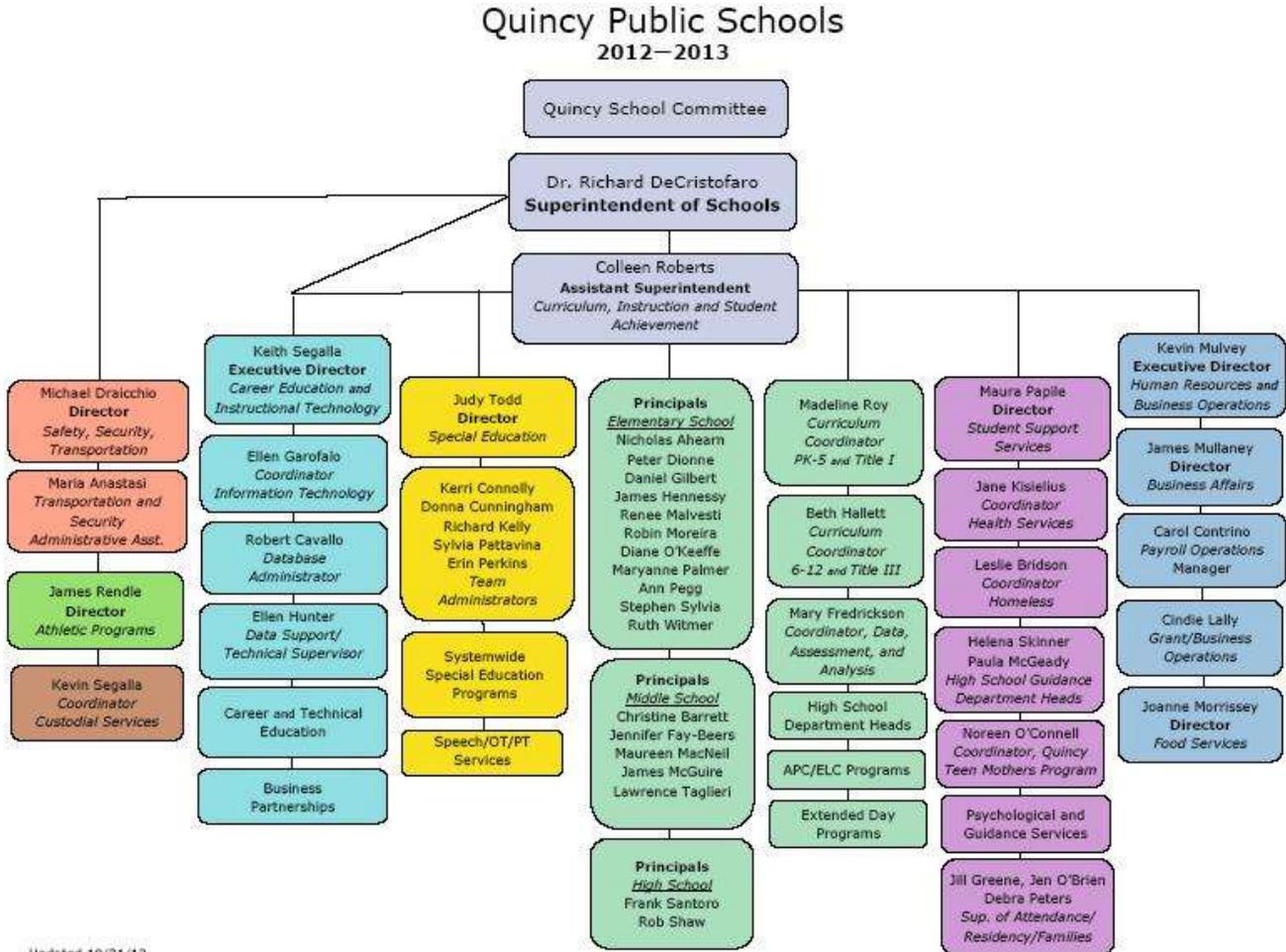
All assessments that are administered to our Pre-Kindergarten students are developmentally appropriate. They are individually administered. They are based on current standards and are sensitive to the young learner. The Early Screening Inventory is a developmental screening assessment for Pre-Kindergarten 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.

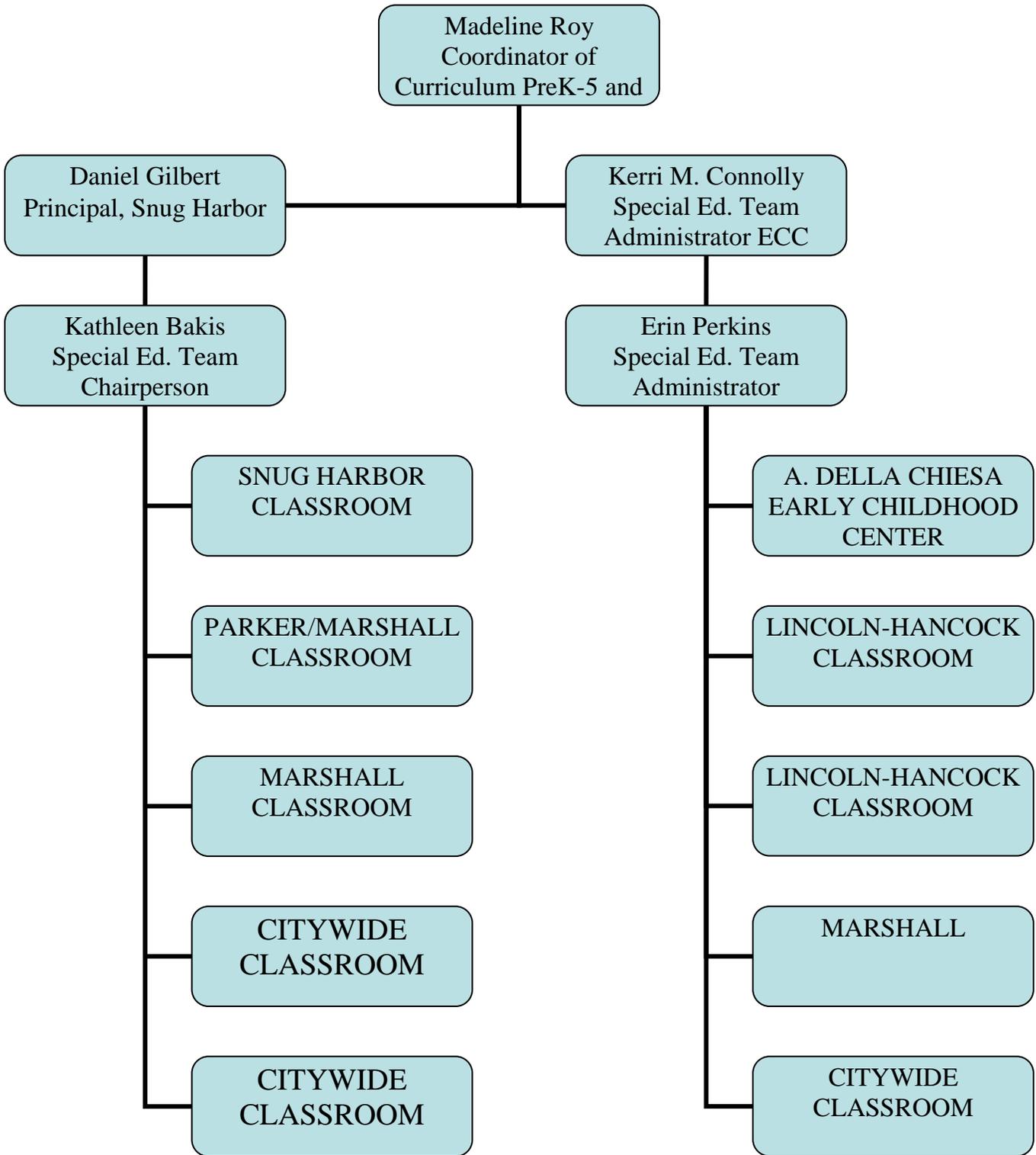
All Work Sampling is an on-going assessment for 3 and 4 year olds. It measures student development in all domains: social/emotional, physical, motor, oral language, early literacy skills. Through the use of developmental checklists, teachers review observational data taken during three reporting periods, and then make interpretations and the evaluation rating of each indicator. These domain performance indicators are rated "Not Yet", "In Process" or "Proficient",

V. District Improvement Plan Alignment

a. System Organizational Chart



b. Pre-Kindergarten Organizational Chart and Staffing



*Classrooms listed by home schools

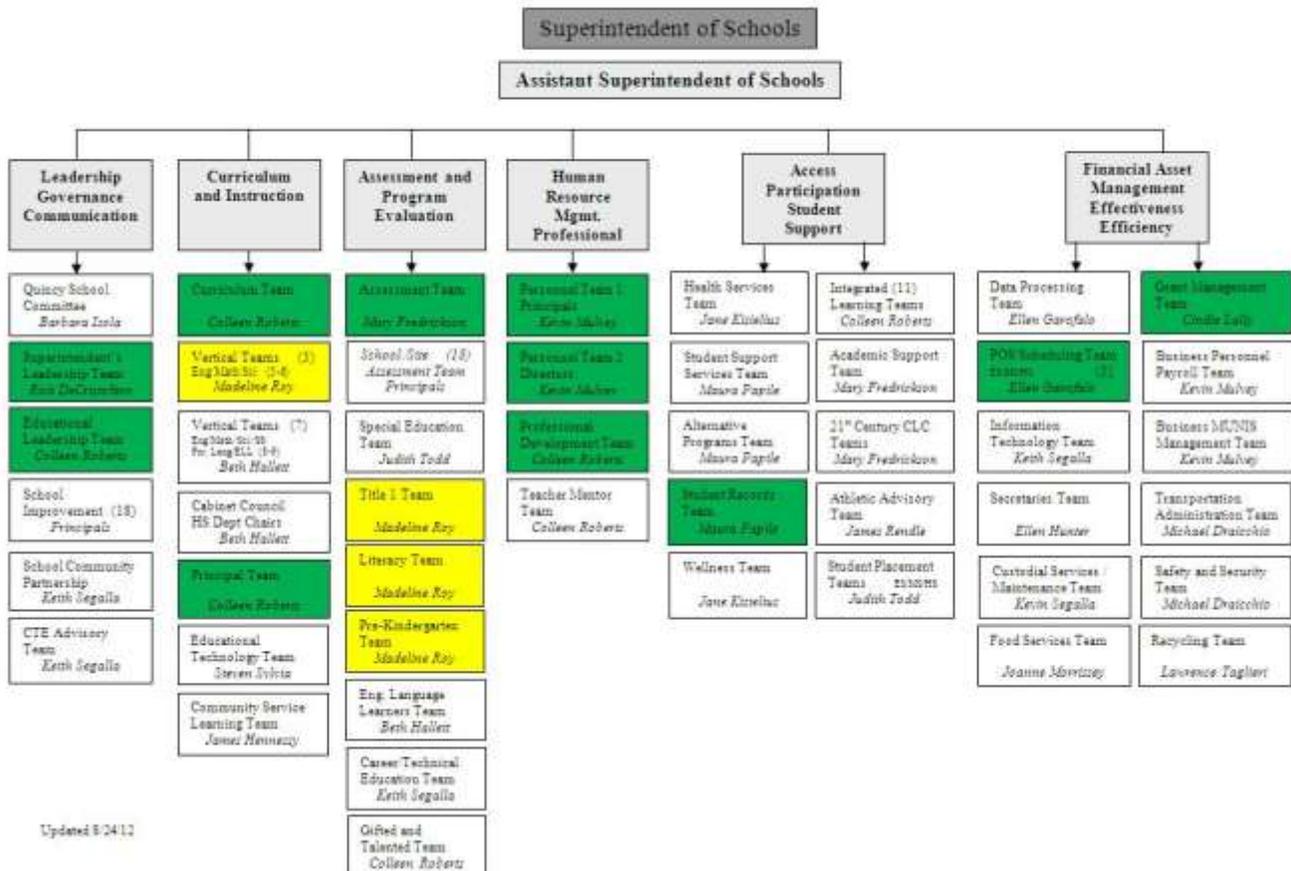
2012 – 2013 Pre-Kindergarten Staff Organization

TEACHER	PARAPROFESSIONAL
Snug Harbor Preschool	
Jill Brown	Sharon Jarvie
Laurie Cohen	Marie Therrien
Juliann Graham	Karla Jaggernath
Kerry Kelly	Terri Riley
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
Renee Roukous	Donna Sullivan
Patricia DiBenedetto	Secretary
Susan Opanasets	Paraprofessional

District Improvement Plan Alignment

c. System Team Alignment Chart

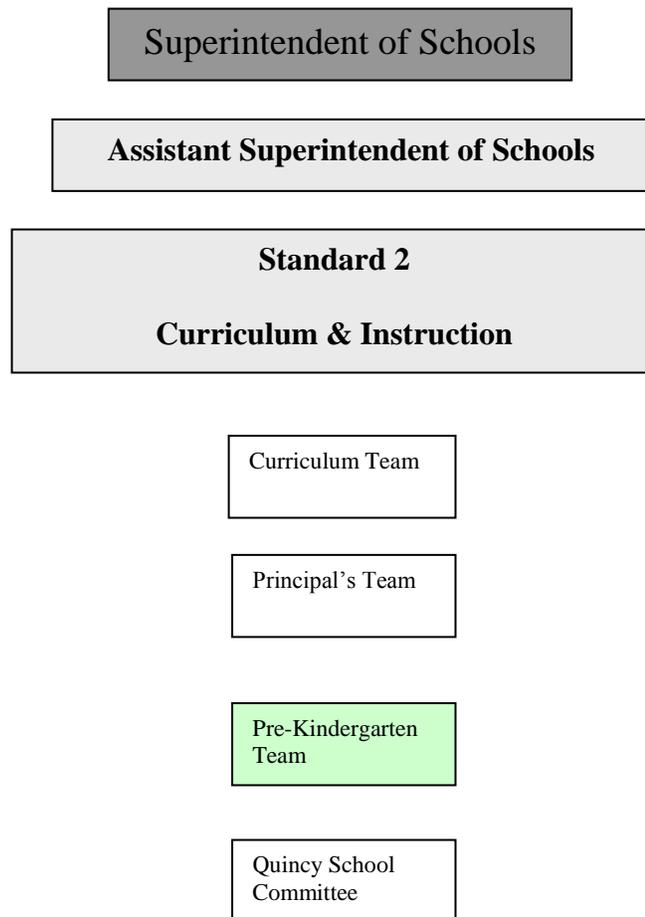
Quincy Public Schools Team Organization and Alignment Chart 2012-2013



Updated 8/24/12

District/Program Improvement Alignment

d. DIP Standard/Team Alignment Chart



District/Program Improvement Alignment

e. Team Information

Team: Pre-Kindergarten Team

Chairperson: Madeline Roy

Assistant Chairperson: Erin Perkins

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: By June 2013, the Pre-K teachers will complete a standards analysis and alignment to the 2011 MA Curriculum Frameworks for ELA/Literacy and Mathematics **and continue to align instructional routines, assessments and tasks to the Work Sampling Guidelines and Checklists.**

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	During scheduled system-wide PD days, Pre-K teachers will evaluate curricular materials and complete a standards analysis and alignment to the new MA Pre-K common core standards.	A standards-based pacing guide for both ELA/Literacy and Math will be distributed and used by Pre-K staff.	Pre-K Team
b.	Teachers will familiarize themselves with the <i>Work Sampling</i> developmental guidelines and developmental checklists. Teachers will discuss and identify specific indicators to model and observe in their classrooms.	Create a list of performance indicators to be assessed during each of the 3 marking periods; schedule informal observations for Pre-K colleagues to share and model the effective use of the checklists/guidelines	Pre-K Team
c.	Staff will align the observable performance indicators from the <i>Work Sampling</i> with their revised curriculum maps to create a developmentally appropriate pacing guide of standards, timelines, themes, activities and related assessments.	The revised pacing guide will reflect the alignment to the <i>Work Sampling</i> performance indicators and be distributed and used by Pre-K staff.	Pre-K Team
d.	The Pre-K Team will identify and align a set of tools or protocols to universally adopt for assessment purposes.	The chosen form(s) will be submitted to the ECE coordinator.	Pre-K team
e.	The Pre-K Team will set up a storage system to capture and collect essential curriculum documents and curricular materials for the Pre-K program.	Curriculum materials and resources stored in a central space and accessed by the team.	Pre-K team
f.	Each teacher will summarize their assessment data three times a year (fall, winter and spring)	Principals will review the summaries of each student summary and provide feedback to the team.	Pre-K team Principal of Snug Harbor Team Administrator ECC
g.	The Pre-K team will implement the transition strategy created last spring. Academic assessment and development summaries will be discussed and passed onto the Kindergarten teachers at the spring transition meetings.	Transition meeting evaluation and schedule of meeting dates.	Pre-K team ECE Coordinator Pre-K Office Secretaries

Goal #2: The Pre-Kindergarten team will form a study group to increase their knowledge and expertise of effective, sustainable family engagement.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	The team will attend a workshop presented by the Quincy Head Start's Family Engagement Specialist.	Agenda Handouts District PD Evaluation forms	Pre-K Team Head Start Specialist
b.	The team will send the PreK Coordinator, two team administrators, and two Pre-k teachers to represent the district Early Childhood Collaborative team (a city-wide team of QPS, Head Start, and community-based programs) to work with Head Start and their Family Engagement Specialist to learn about successful Head Start Parental Engagement structures the district could begin to incorporate into our Pre-Kindergarten Program	Agenda Meeting Notes Exemplars of Newsletters, Invitations, and Program Activities	Pre-K Team Early Childhood Collaboration Team members
c.	The team will review NAEYC criteria for families with special emphasis on Knowing and Understanding the Program's Families and Sharing Information Between Staff and Families and Nurturing Families as Advocates for Their Children	Meeting Notes	Pre-K Team
d.	Staff will read and discuss each standard of the Teaching Staff and Family Survey as a program self-assessment (NAEYC Accreditation Guide Families and Community Relationships pp.38-42)	Meeting Notes Proposed changes for Snug Harbor and ECC shared Planning for 2013	Pre-K Team
e.	The team will formulate an action plan to design an effective, sustainable Family Engagement plan.	Written Plan	Pre-K Team

Goal #3: The Pre-Kindergarten programs will be required to comply with the Quality Rating and Improvement Scale (QRIS) directive from the Dept. of Early Education and Care. The staff will seek accreditation to rate a Level 2 on this scale, by the end of June 2013.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	The entire Pre-K team will participate in a workshop given by consultant Annemarie Rush to learn about QRIS and its relationship to NAEYC accreditation Standards.	Agenda Evaluations	Pre-K Team Consultant
b.	In a team meeting, Snug Harbor Staff will learn how to enter and maintain their personal professional development experiences into the QRIS website.	Online Registrations Completed Meeting Notes	Pre-K Team members from Snug Harbor Consultant
c.	All Pre-K staff will become familiar with the Early Child Care Environment Rating Scale (ECERS-R) tool and will review the three (3) required tasks for Level 2 of the QRIS.	Agenda Meeting Notes Self-Assessment	Pre-K Team Kerri Connolly, Team Administrator Consultant

Goal #4: The Pre-K Team Chairs and Team Administrators will explore alternatives to the current ESI-P and Brigance screening tools, by the end of June 2013.

Steps	Action Steps / Timeline	Source of Evidence	Team/Person(s) Responsible
a.	The Pre-K Team Chairs and Team Administrators will survey a minimum of six (6) districts and establish a list of alternative screening tools; provide brief summaries of each tool; and present findings at a Pre-K Team meeting.	Agenda Summaries Meeting Notes Follow-up with 2-3 developers for sample materials.	Pre-K Team Chairs Pre-K Team Administrators

Related Professional Development:

Date	Time	Location	Topic	Presenter/Contact
9/5/2012	8:30-12:00	Snug Harbor	Review and selection of Work Sampling Objectives to monitor	Kerri Connolly
9/6/2012	8:30-11:00	ECC	Overview of Quality Rating and Improvement Scale	Annmarie Rush
9/6/2012	12:45-2:15	QCAP	Presentation on Family Engagement	Head Start Family Engagement Specialist
9/25/2012	11:45-2:00	ECC	QRIS Follow-up Introduction of the ECERS-R Rating Scale Review the required tasks for Stage 2	Madeline Roy Kerri Connolly
10/9/2012	11:45-2:00	ECC	Review Indicator #7 for incoming students Sept. – Nov. as required by Special Education CPR	Erin Perkins
1/22/2013	12:45- 3:45	ECC	Develop or improve a Family Engagement plan in order to build and sustain a strong relationship between the PreK program and its families.	Madeline Roy Kerri Connolly
5/21/2013	11:45-2:00	ECC	Finalize standards analysis and alignment to the 2011 MA Curriculum PreK standards and prepare curriculum map for use by all PreK staff	Madeline Roy Kerri Connolly

Team Membership:

Member Names	Title	Ext.	Email @quincypublicschools.com
Madeline Roy	Coord. of Curriculum PreK-5 and Title I	8712	madelineroy@quincypublicschools.com
Erin Perkins	SPED Team Administrator	8896	erinperkins@quincypublicschools.com
Kathy Bakis	SPED Team Chair	8953	kathybakis@quincypublicschools.com
Dan Gilbert	Snug Harbor Principal	8763	dangilbert@quincypublicschools.com
Kerri Connolly	Team Administrator	8777	kerriconnolly@quincypublicschools.com
Jill Brown	Pre-K teacher-Snug Harbor	8951	jillbrown@quincypublicschools.com
Laurie Cohen	Pre-K teacher-Snug Harbor	8951	lauriecohen@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
Renee Roukous	Pre-K teacher-Snug Harbor	8951	reneeroukous@quincypublicschools.com
Lori Cahill	Pre-K teacher-ECC	8977	loricahill@quincypublicschools.com
Kathryn Ioannilli	Pre-K teacher-ECC	8951	kathrynioannilli@quincypublicschools.com
Jennifer Murphy	Pre-K teacher-ECC	8777	jennifermurphy@quincypublicschools.com
Sarah Norwood	Pre-K teacher-ECC	8951	sarahnorwood@quincypublicschools.com

Team Meeting Schedule:

Meeting Dates	Times	Location
Oct. 23, 2012	7:45 a.m.- 9:15 a.m.	Snug Harbor
Nov.13, 2012	7:45 a.m.- 9:15 a.m.	Snug Harbor
Dec. 11, 2012	7:45 a.m.- 9:15 a.m.	Snug Harbor
Jan. 22, 2013	7:45 a.m.- 9:15 a.m.	Snug Harbor
Feb. 12, 2013	7:45 a.m.- 9:15 a.m.	Snug Harbor
Apr. 9, 2013	7:45 a.m.- 9:15 a.m.	Snug Harbor

Appendix

- a. Early Childhood Family Handbook
- b. Parent Contract
- c. NAEYC Accreditation Awards