

Norwood Public Schools
Norwood, Massachusetts



Interim Principal:
Edward P. Quigley Ed.D.

School Mission Statement:

The Mission of the Little Mustangs Preschool Academy is to maximize the potential for all students to:

- Experience a safe, friendly and cooperative educational environment as a naturalistic setting for learning experiences.
- Experience developmentally appropriate programs that respect individual differences helping each child to reach his/her potential.
- Acquire intellectual and social skills in an age appropriate environment.
- Develop a positive self-concept in an environment that promotes and accepts the individual child.
- Understand, accept and respect the cultural and intellectual differences of a diverse society by example provided by staff.
- Explore technology in an age appropriate environment

School Data Snapshot

Selected Populations %

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
First Language not English					
English Language Learner					
Students with Disabilities					
High Needs					
Economically Disadvantaged					

Average Class Size

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Preschool Integrated	15	15	10	15	15
Preschool PACS	10	9	8	10	10

Mobility Rate

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Grades (Aggregate)					
Limited English Proficient					
Students with Disabilities					
Economically Disadvantaged					

Accountability Measures

Please note that the Little Mustangs Preschool Academy serves children with identifiable special needs as well as typically developing peers. As a result, most general education accountability measures, including the Massachusetts Comprehensive Assessment System (MCAS), are not available for the Little Mustangs Preschool Academy. Because the primary focus of the preschool is more developmental and Individual Education Plan based and pre-academic, past combined plans for the Willett/LMPA have not been focused primarily on the LMPA.

Teachers at LMPA do administer progress reports developed by them and based on District Determined Measures of Progress (DDM).

It should also be noted that the preschool is not grade based but age and needs based. While there are nine teachers, there are 14 sessions. Due to the nature of the program, assessments are highly individualized.

Please share highlights of your school's progress in FY' 2022-2023 (200 words max):

LMPA

- **Curriculum** – Introduced and implemented the Heggerty Phonemic Awareness program in all sessions. Continued to implement Foundations. Coordinated with curriculum coordinators to review appropriate material to support the preschool curriculum. Investigated “Handwriting Without Tears” as an effective pre/early writing program for preschoolers due to the integration of multisensory techniques that makes handwriting accessible and easier.
- **Social Emotional Learning** – Introduced and implemented the Second Step Social Emotional Curriculum into the daily life of the preschool. Conducted monthly assemblies focused on themes such as Friendship, Kindness, Growth, Diversity, Gratitude. With the support of the PTO, the LMPA increased the scope and the size of the text inventory the support the LMPA programs.
- **Positive Behavior Intervention System** - Using the ABC Core Values (Always try your best; Be kind; Care) as the foundation, the staff at LMPA has developed a positive behavior system which is integrated into the daily life of the preschool and reinforced by monthly all school assemblies.
- **Culturally Responsive and Sustaining Pedagogy** - Received training with Highlander to ensure that curriculum is fully inclusive and culturally responsive.

**NORWOOD PUBLIC SCHOOLS
LITTLE MUSTANGS PRESCHOOL ACADEMY
PRIORITY AREAS SUMMARY
2023-2025 SCHOOL IMPROVEMENT PLAN**

PRIORITY AREAS: Please outline below the objectives to be targeted for improvement at your school this year. These objectives should be identified by the School Council upon examining data on student performance and achievement and selected as priorities identified by data collected last year showing a concern about the progress of all students.

This statement should be submitted by the Principal to the Superintendent of Schools after extensive consultation and review by the School Council.

PRIORITY AREAS Little Mustangs Preschool Academy
<p style="text-align: center;">Priority Area #1:</p> <ul style="list-style-type: none"> • Create/develop a unique identity for the LMPA while maintaining a close partnership with Willett.
<p style="text-align: center;">Priority Area #2:</p> <ul style="list-style-type: none"> • Nurture and sustain an existing school culture that is inclusive and addresses social emotional learning by strengthening relationships and incorporating programs and supports that allow all students, staff and families to feel engaged, secure, and valued.
<p style="text-align: center;">Priority Area #3:</p> <ul style="list-style-type: none"> • Provide LMPA educators with multiple, meaningful, and targeted professional learning opportunities that focuses on improving cultural competence, supporting social emotional learning, and increasing student achievement in early literacy and numeracy skills.
<p style="text-align: center;">Priority Area #4:</p> <ul style="list-style-type: none"> • Continue to align curriculum, instruction, and assessment to meet the needs of early learners.

How will these priorities support the NPS Strategic Plan? (200 words max)

Priority #1

- Working with the staff and parent community, create a unique vision, mission, and goals for the LMPA that align with district, and especially with the Willett.
- Establish LMPA School Council to develop a School Improvement Plan the supports and strengthens the preschool program.
- Continue to support/strengthen the PTO as a continued partnership with the Willett to strengthen family/parent engagement.

Priority #2 (Strategic Initiative: 5.1, 5.2, 5.3, 5.4)

- The full integration of the ABC Core Values through communication and training for parents, families, and non-educational staff who interact with preschoolers.
- Investigate best practices for continued implementation and integration of the Second Steps curriculum.
- Continue to develop and strengthen Multi-tiered System of Supports (MTSS), and implement UDL strategies supported by building-based training and collaboration for all staff.
- Enhanced family communication and engagement activities.
- Support positive and trauma sensitive interactions.

Priority #3 (Strategic Initiative: 4.2, 5.1)

- Support Trauma Informed Instruction through participation in district professional development.
- Investigate and create opportunities for staff to practice and share self-care strategies

Priority #4 (Strategic Initiative: 3.1, 3.2, 3.3, 4.2)

- Use the “Guidelines for Preschool and Kindergarten Learning Experiences” as the basis for one staff meeting per month.
- Continue the use of “Handwriting Without Tears” as an effective pre/early writing strategy and a means of addressing OT issues in the classroom.
- Incorporate the principles of Universal Design for Learning
- Assess and expand classroom, and school wide book collections to be more inclusive and representative of our students, families, staff, and community (“Windows and Mirrors”).

What professional development will be offered to support these priorities? Give a brief description and link to a more detailed plan.

Working in consultation with the Curriculum Coordinators, the LMPA staff will use the “Guidelines for Preschool and Kindergarten Learning Experiences 2019(GPKLE) developed by the Department of Elementary and Secondary Education and the Department of Early Education and Care as a guide for reviewing, improving and updating the preschool curriculum. The emphasis will be on Social Emotional Development, English Language Arts, and Mathematics. <https://www.mass.gov/doc/guidelines-for-preschool-learning-experiences-updated-november-2019/download>

Staff will participate in relevant professional development as DESE implements a new IEP process.

Targeted professional development using staff meetings to support the Preschool Early Literacy curriculum (Hegerty, Foundations, GPKLE).

Provide additional training in the effective use of the “Handwriting Without Tears” program.

The LMPA and the Willett staff will collaborate and engage in the following:

- Second Step Professional Development (Year 3 for LMPA)
- District sponsored Professional Development focused on trauma informed classrooms.
- Safety Care training during the 2023-2024 school year.
- Schoolwide and classroom-based family engagement efforts

NORWOOD PUBLIC SCHOOLS
Little Mustangs Preschool Academy
SCHOOL IMPROVEMENT PLAN

ACTION PLAN: For each objective listed on the previous page, please describe a plan for improvement. The plan should include a list of activities; who will be involved; and over what time frames the problem will be addressed. A clear, concise explanation of how the improvement sought will be measured should be a part of this plan.

EXAMPLE

Priority Area #0: <i>To analyze existing practices and protocols around Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) and revise to ensure the RTI/MTSS program addresses academic, behavioral, and social emotional needs, including attention to attendance, on-track indicators, and measures of progress.</i>			
Action Item	People Responsible	Timeline	Evidence of Success
Build staff capacity around understanding of effective RTI/MTSS cycles and processes through at least two building based professional learning opportunities.	Principal, SAC, Teachers	2022-2024	PD training notes
Establish common instructional blocks at each grade level in order for homogenous intervention/support groups could be formed across classrooms.	Principal, Classroom Teachers	Fall 2022	School schedule
Create a flow chart for all teachers to utilize when determining how to best support a student through the RTI/MTSS process.	Principal, Reading Specialist, Interventionist	Spring 2023	Flow chart
Examine the current examination of student data review and develop clear and concise protocols for routinely examining common assessments.	Principal, Reading Specialist, Interventionist	Fall 2023	Data review protocol

Priority Area #1: Goal: Create/develop a unique identity for the LMPA while maintaining a close partnership with Willett.			
Action Item	People Responsible	Timeline	Evidence of Success
Create a parent/staff council to review and revise, as needed, the existing vision and mission statement, as well as school goals.	Principal, Staff Parent Council	Fall-Winter 2023	Minutes of meetings; Documents
Continue the shared PTO with the Willett to support the education and enrichment in both schools as well as strengthen the sense of community.	Principal Staff, Parents	2023-24 School year	Attendance records; meeting minutes; Calendar of events
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	This priority is budget neutral.		

Priority Area #2: Goal: Nurture and sustain an existing school culture that is inclusive and addresses social emotional learning by strengthening relationships and incorporating programs and supports that allow all students, staff and families to feel engaged, secure, and valued.			
Action Item	People Responsible	Timeline	Evidence of Success
Continue to develop and strengthen Multi-tiered System of Supports (MTSS) and the implementation of UDL strategies, including providing professional development for staff	Principal Student Services	2023-24 Professional Development Staff Meetings Common Planning Time	Instructional practices show evidence of tiered instruction as identified through walkthroughs and observations.
Staff participation in District sponsored Professional Development focused on trauma informed classrooms.	District PD Student Services Principal	Fall 2023	
Provide outreach and education to parents and families on the signs of student stress, anxiety and offer strategies to support their children	Principal School Psychologist	2023-2024 School Year	Monthly Newsletters Parent Workshops
Create yearly schedule for schoolwide ABC core values assemblies and programs.	Principal Appropriate Staff	September 2023	Calendar of events shared with school community.
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	This Priority is budget neutral.		

Priority Area #3: Goal: Provide LMPA educators with multiple, meaningful, and targeted professional learning opportunities that focuses on improving cultural competence, supporting social emotional learning, and increasing student achievement in early literacy and numeracy skills.			
Action Item	People Responsible	Timeline	Evidence of Success
Active Staff Participation in District sponsored Professional Development focused on the new DESE IEP process and transition to new IEP writing.	District PD Student Services Principal	2023-2024 School Year	Quality and consistency of plans written after the training.
Implement consistent teaching of identified Second Step units and lessons that support: school routines and expectations, identification of feelings, self-regulation and friendships.	Principal Staff	2023-2024	Consistency in planning and execution of lessons as observed both formally and informally.

Continue to assess and expand classroom, and school wide book collections to ensure they are inclusive and representative of our students, families, staff, and community.	Principal Teachers Literacy Specialist	2023-2024	Increase of representative texts and materials
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Costs of training should be included in the District Professional Development budget.		

Priority Area #4: Goal: Continue to align curriculum, instruction, and assessment to meet the needs of early learners.			
Action Item	People Responsible	Timeline	Evidence of Success
The LMPA staff will use the “Guidelines for Preschool and Kindergarten Learning Experiences” (2019) developed by the Department of Elementary and Secondary Education and the Department of Early Education and Care as a guide for reviewing, improving and updating the preschool curriculum.	Principal Staff Elementary Curriculum Coordinators	2023-2024 Staff meetings Professional Development	Consistency in planning and execution of lessons as observed both formally and informally.
Revisit UDL training with the purpose of informing instructional practices to support MTSS.	Principal Staff	Staff meetings .5 PD days	
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Minimal impact of budget but essentially budget neutral.		