Norwood Public Schools
Norwood, Massachusetts

Willett Early Childhood Center

SCHOOL IMPROVEMENT PLAN

2016-2018

Year 1

Principal: Diane E. Ferreira

Mission Statement:

The Mission of the Willett Early Childhood Center 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

Demographics

Enrollment by Gender

	2013-2014	2014-2015	2015-2016
Male	208	199	216
Female	193	172	195
Total	401	371	411

Enrollment by Race/Ethnicity %

Race	2013-2014	2014-2015	2015-2016
African American	6.95	6.5	8.7
Asian	11.17	12.1	14.2
Hispanic	9.78	11.3	7.9
Native American	-	-	-
White	67.39	68.7	66.9

Selected Populations %

	2013-2014	2014-2015	2015-2016
First Language not English	19.6	21	23.4
Limited English Proficient	12.9	14	7.9
Low-income	17	19.9	22.6
Retentions	5	5	5
Special Education-Preschool	48	33	62
Special Education-Kindergarten	8	12	10

Average Class Size

	2013-2014	2014-2015	2015-2016
Preschool	15	15	15
Kindergarten	21	23	21

	Mobility Rate % Stability		
	2013-2014	**2014-2015**	**2015-2016**
All Grades (Aggregate)			
Limited English Proficient			
Special Education			
Low Income			

MCAS/PARCC

MCAS/PARCC Test of Spring 2015									
	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
Grade and Subject	School	State	School	State	School	State	School	State	

MCAS/PARCC Test of Spring 2016									
	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
Grade and Subject	School	State	School	State	School	State	School	State	

Cumulative Progress and Performance Indices

		2014	2015	2016
School Accountability Level				
Accountability Target (75 PPI)	All Students			
Accountability Target (75 PPI)	High Needs Students			
English Language Arts (CPI)	All Students			
	High Needs			
Math (CPI)	All Students			
	High Needs			
Science (CPI)	All Students			
	High Needs			

NORWOOD PUBLIC SCHOOLS

PROGRESS REPORT
OF THE
2014-2016 SCHOOL IMPROVEMENT PLAN
Year 2

PROGRESS REPORT:	Please give a status report on each objective that was identified in your 2015-2016 School Improvement Plan. If the objective has been accomplished, please indicate when and how it has benefited the school. If the objective has not been accomplished, please explain why and when you anticipate the objective will be completed.

2015-2016 OBJECTIVE	STATUS & EVIDENCE
1. Complete the full implementation of the new Massachusetts Educator Evaluation System.	• Completed • All teachers familiar and able to use Teachpoint to record Self-Assessments, Goals, Educator Action plans, and Evidence/Artifacts • All teachers have completed the two-year evaluation cycle having recieved Formative and Summative Evaluations • Principal able to utilize unannounced and announced observations to inform educators of their progress towards goals and effectiveness in the classroom
2. Explore the use of Ekwall Shanker, Marie Clay, and/or Math Common Assessment for District Determined Measures (DDMs) which will be fully implemented in conjunction with the new Educator Evaluation System.	• No longer a goal to connect DDMs with Educator Evaluation System • Kindergarten classes all still utilize Ekwall, Marie Clay, and Math Common Assessments to inform instruction, create RtI groups, and monitor student growth and progress
3. Pilot 3 new math programs in the 2014-2015 school year for final selection in the 2015-2016 school year.	• Completed • 2014-2015- 6 teachers piloted three programs, 7 teachers continued with Everyday Math • 2015-2016- EnVisions Math Program was implemented in all 13 kindergarten classrooms • Feedback from 2016-2017 first grade teachers is that the students are very well prepared and

	ready for the first grade EnVisions curriculum.
4. Acquire NAEYC re-accreditation as required by the Quality Full Day Kindergarten Grant from the Department of Elementary and Secondary Education.	• Completed- WECC earned NAEYC reaccreditation in June 2015.
5. Continue to evaluate and improve the safety procedures within and around the Willett Early Childhood Center.	• 2013-2014- principal worked with Paul Riccardi, Head of Buildings and Grounds and our school resource officers, Officer Mahoney and Officer Murphy to create new drop-off procedures at the Willett. • Ongoing fire drill and lockout/lockdown drills with staff and students

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PRIORITY AREAS
OF THE
2016-2018 SCHOOL IMPROVEMENT PLAN
Year 1

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
1. Incorporate and embed the Social Emotional Learning and Approaches to Play and Learning Standards into our existing curriculum to provide a developmentally appropriate learning environment for all students.
2. Develop four units of study at the kindergarten level in the two year period that are thematic and project-based.
3. Adopt the guidelines of "Elements of High Quality Kindergarten" to replace the NAEYC accreditation process.
4. Create an outdoor learning environment that is shared by the school community.

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SCHOOL IMPROVEMENT PLAN
OF THE PRINCIPAL AND SCHOOL COUNCIL
Year 1

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.

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
1. **Incorporate and embed the Social Emotional Learning and Approaches to Play and Learning Standards into our existing curriculum to provide a developmentally appropriate learning environment for all students**			
A. Distribute Social and Emotional Learning, and Approaches to Play and Learning- Massachusetts Standards for Preschool and Kindergarten to all preschool and kindergarten teachers.	Principal	June 2015	All teachers have a three-ring binder with SEL and APL Standards.
B. Introduce SEL and APL Standards during professional development	Principal	December 10, 2015	All preschool and kindergarten teachers participated in professional development activities related to exploring the SEL and APL Standards
C. "Mindset for Learning" summer reading teacher book club	Principal and small group of teachers	Summer 2016	Read "Mindset for Learning" by Christine Hertz and Kristine Mraz Participated in online response and reflection activities throughout the summer Participated in a face-to-face book club meeting in August 2016
D. "Mindset for Learning" – introducing the growth mindset with concentration on five stances- empathy, perseverance, resilience, flexibility, and optimism- presented during professional development to all Willett teachers	Principal	September 26, 2016	All preschool and kindergarten teachers participated in professional development related to growth mindset
2. **Develop four integrated units of study at the kindergarten level in the two year period that are thematic and project-based.**			

A. Prework in this area included: visiting a kindergarten program in Avon that utilized elements of Boston Public School's "Focus K2" work. Observing center-based and integrated units of study.	Principal Kindergarten teachers	January 2016	Create interest and background knowledge for teachers in the scheduling and operations of kindergarten classrooms that utilize integrated units of study and project-based learning.
B. Summer work proposal put in for 1 project-based learning unit to be developed by 5 kindergarten teachers and then shared and distributed to all kindergarten classrooms. Unit was on plants.	Julie Lampron Lynne Doherty Lauri Giffin Christina Jenkins Karen Wilson	Summer 2016	Unit developed, articulated to staff, and shared. On-going to gather/purchase materials to go with the unit.
C. Continue to form working groups to develop further units throughout the two-year period.	Principal Kindergarten teachers	2016-2018	
3. Adopt the guidelines for "Elements of High Quality Kindergarten" to replace the NAEYC accreditation process.			
A. Introduce the "Elements of High Quality Kindergarten" document to all kindergarten staff.	Principal Kindergarten Staff	Winter 2015	
B. Choose portions of the document to focus on.	Principal Kindergarten Staff	2016	
C. Attend Kindergarten Networking Meetings to keep informed about the process and the DESE expectations.	Principal Carole Poirier	2016-2017 school year	
4. Create an outdoor learning environment that is shared by the entire school community.			
A. Choose a site location	Principal Small teacher group Small PTO and School Council group	Spring 2016	Selected the area outside of door 7, along side of building and road.
B. Decide what the outdoor learning environment should include: tables for writing and creating, raised planters for growing plants, area for creating with "loose parts" and/or recyclables, etc…	Principal Kindergarten and Preschool teachers		

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
C. Explore revenue streams for the larger items that an outdoor classroom would require. (Fencing, raised planters, tables, storage, etc…)	Principal PTO School Council	2016-2017	

PROJECTED PROFESSIONAL DEVELOPMENT and DATA MEETINGS 2016-2017	
September	• Introduction of the Growth Mindset Stances
October	• Review of the SEL and APL standards and article on facilitated play and creating play schema for young children • Kindergarten and Grade 1 Articulation • Preschool teacher website training
November	• Selection of "Elements of High Quality" focused work • SEL work on November 8 • Parent/Teacher Conferences
December	• Review Growth Mindset and share how working in classrooms
January	•
February	•
March	• Parent/Teacher Conferences
April	•
May	• Transitions
June	•