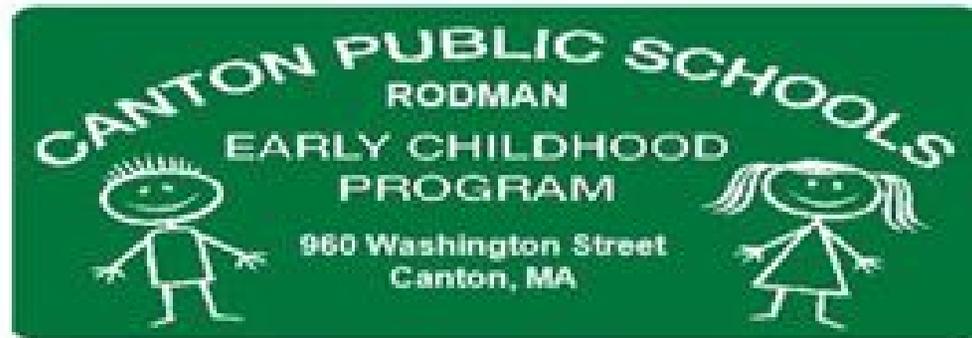


Rodman Early Childhood Program School Improvement Plan, 2019-2020



CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee
May 23, 2019

2019-20 School Council		
Name	Position	Term End Date
Donna Kilday*	Early Childhood Coordinator	Permanent
Rich Azulay*	Student Services Coordinator/ BCBA	Permanent
Kerry Emde	Classroom Teacher	June, 2020
Hannah Jean Francois	Parent	June, 2020
Daisy Salamanca	Parent	June, 2020
Dave Smith	Parent	June, 2021
Katie Doherty	Home to School Interventionist	June, 2021
* Council Co-Chairs		

School Improvement Priorities for 2019-20

Upon review of the family surveys, staff feedback sessions, student data and conversations during school council meetings, along with review of progress toward our 2018-19 goals, we have chosen to focus for the coming school year on building educational equity, increasing student achievement in early literacy and cultivating a climate and culture within the school and community focused on inclusion, respect and collaboration.

2019-2020 Rodman School Priority #1: Ensuring Educational Equity

Increase educational equity in classroom curriculum

Rationale: A meaningful school experience should be one that reflects and includes each child's culture, race and experience, counters bias and represents all children. All students and families should feel welcome and have a sense of belonging at our school.

Strategic Areas of Focus:

1.1 Educational equity

1.4 Equitable access to high quality instruction

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Conduct equity review of current classroom children's literature.	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> Protocol for reviewing literature 	<ul style="list-style-type: none"> Classroom libraries reflect population of children present. Teachers have ability to evaluate children's literature for bias.
Creation of classroom libraries reflecting diverse student perspectives and experiences.	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers 	Completed Nov. 2019	<ul style="list-style-type: none"> Literature Time 	<ul style="list-style-type: none"> Libraries and curriculum reflect population of children present and offer varied opportunities for all subgroups to be represented.
Creation and implementation of curriculum reflecting the development of empathy and acceptance in young children.	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> Time Materials 	<ul style="list-style-type: none"> All curriculum units will have documented, embedded lessons around equity.
Continued professional development for all staff on issues of educational equity.	<ul style="list-style-type: none"> Early Childhood Coord. Student Services Coordinator 	Ongoing 2019-20	<ul style="list-style-type: none"> PD resources 	<ul style="list-style-type: none"> Staff have increased awareness and are able to counteract bias in classrooms, curriculum and in interpersonal relationships.
Review, collaborate and observe instructional practices to identify bias and ensure equity.	<ul style="list-style-type: none"> Early Childhood Coord. Student Services Coordinator Rodman Early Childhood Staff 	Ongoing 2019-20	<ul style="list-style-type: none"> Protocol for observations Time for collaboration 	<ul style="list-style-type: none"> Staff are knowledgeable about instructional practices that promote equity and can engage in collaborative conversations around these issues.

2019-2020 Rodman School Priority #2: Transforming Teaching and Learning

Increase student achievement in early literacy skills.

Rationale: As early literacy skills are foundational for student success in the elementary years, we must provide effective and explicit literacy instruction in the preschool years. There is a direct correlation between strong early literacy skills and third grade reading proficiency.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvements

3.1 Designing student learning and growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Identify and implement early literacy screening tool	<ul style="list-style-type: none"> • Early Childhood Coord. • Classroom Teachers • Classroom Teachers 	October 2019	<ul style="list-style-type: none"> • Screeners • Time 	<ul style="list-style-type: none"> • Screener identified and in use by November of 2019
Research, identify and implement evidence-based early literacy interventions using an RTI based model of implementation	<ul style="list-style-type: none"> • Early Childhood Coord. • Classroom teachers • Student Services Coord. • Dir. of T&L 	Ongoing 2019-20	<ul style="list-style-type: none"> • Evidence-based interventions and related research • Time • PD on RTI model 	<ul style="list-style-type: none"> • Instruction differentiated by need resulting in increased student achievement
Parent workshop on acquisition of early literacy skills	<ul style="list-style-type: none"> • Early Childhood Coord. • Classroom Teachers • Classroom Teachers 	November 2019	<ul style="list-style-type: none"> • Materials • Time 	<ul style="list-style-type: none"> • Workshop held with parents able to better support acquisition of early literacy skills in their children
Improve instructional strategies in the area of phonological awareness	<ul style="list-style-type: none"> • Early Childhood Coord. • Classroom Teachers • Classroom Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> • Materials • Collaboration opportunities 	<ul style="list-style-type: none"> • Increased student achievement resulting in all students proficient and meeting standards
Engage families with community resources to support the development of early literacy skills with their children	<ul style="list-style-type: none"> • Early Childhood Coord. • Rodman EC Staff 	Ongoing 2019-20	<ul style="list-style-type: none"> • Community resources • Communication tool 	<ul style="list-style-type: none"> • Families are aware of and access community resources to support the development of children's early literacy, resulting in increased student achievement.

2019-2020 Rodman School Priority #3: Cultivate a climate and culture of inclusion, respect and collaboration

Rationale: Building a deeper understanding of the benefits of inclusion and awareness of disabilities with families in our program and community allows us to create an experience for all families that reflects our values of belonging, acceptance and respect.

Strategic Areas of Focus:

- 1.1 Educational Equity
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Create and implement parent orientation	<ul style="list-style-type: none"> • Early Childhood Coor. • Student Services Coordinator • Rodman EC Staff 	October 2019	<ul style="list-style-type: none"> • Time • Activities • Presenters 	<ul style="list-style-type: none"> • Parents will attend an orientation evening and leave with a deeper awareness of disabilities and the impact having a child with a disability has on families.
Partner with CHS best buddies chapter to provide parent and student interactive events to promote understanding of disabilities and various cultures.	<ul style="list-style-type: none"> • Early Childhood Coor. • Student Services Coordinator • Rodman EC Staff 	Ongoing 2019-20	<ul style="list-style-type: none"> • Planning Time • Materials 	<ul style="list-style-type: none"> • Deeper collaboration and partnership across programs and with Rodman families
Increase parent involvement within classrooms.	<ul style="list-style-type: none"> • Early Childhood Coor. • Classroom Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> • Research • Planning Time 	<ul style="list-style-type: none"> • Data will show increased number of families coming in to the classroom to engage in meaningful activities. The data of families joining the classrooms will reflect an even representation among race.
Adjust welcome back to school event to better meet the diverse needs of the students and families within the program.	<ul style="list-style-type: none"> • Early Childhood Coor. • Student Services Coordinator • Rodman EC Staff 	September 2019	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Event will show increased attendance by all families yielding a more in depth understanding of the program values and beliefs
Create an open house event which allows prospective families to better understand the Rodman Early Childhood experience and values of the program.	<ul style="list-style-type: none"> • Early Childhood Coor. • Student Services Coordinator • Rodman EC Staff 	Nov. 2019-Feb. 2020	<ul style="list-style-type: none"> • Staff to conduct tours • Program brochure • Possible PR video 	<ul style="list-style-type: none"> • Families applying to enroll at the preschool will be more familiar with our unique program and the benefits of inclusion.