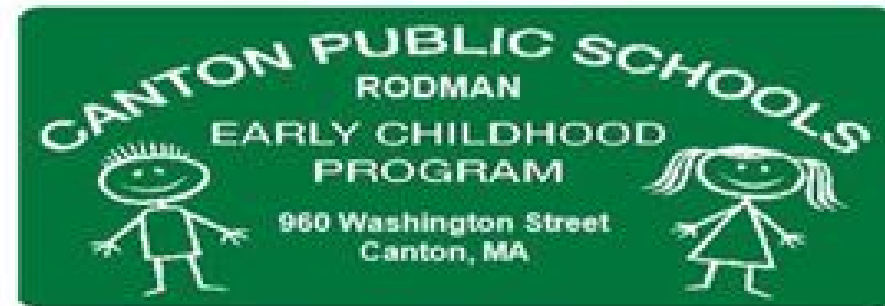


Rodman Early Childhood Program 2020-2021 School Improvement Plan

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
December 3, 2020

2020-2021 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 2021
Ashlie LaCivita	Classroom Teacher	June 2022
Katie Doherty	Home to School Interventionist	June 2021
Kerry Caulfield	Parent	June 2021
Sara Ryan	Parent	June 2021
Council Co-Chairs*		

School Demographics

27 students currently enrolled

29% of families report speaking more than one language at home (Creole, Spanish, Vietnamese, Mandarin, Cantonese)

3 students attend under special circumstances(EL determination)

21 students will transition to CPS kindergarten in September 2021

- Enrollment by race/ethnicity:

62% White

14% Black or African American

14% Asian

.3% Hispanic or Latino

.3% White & American Indian or Alaska Native

.3% Black or African American and Hispanic or Latino

Program Overview:

Our program is responsible for servicing young children with disabilities ages 3-5 years old. Typically this occurs in an integrated setting, however due to safety guidelines in place due to the pandemic we are currently only serving students with disabilities who require specialized instruction. Our program is also required to service English learners falling at levels 1-3 based on a screening with the English Language Specialists. Students on an IEP attend 4.5 days per week and students here because they have been determined to be English learners attend 4 days. All special education services are provided within the classroom environment.

School Improvement Priorities for 2020-21:

Upon review of progress toward our 2019-2020 goals and the current needs of our students, we have chosen the following priority areas for the 2020-2021 school year; increased literacy instruction resulting in strengthened early literacy skills in students, increased focus on the social science and history standards with a lens toward equity, and embarking on an analysis of our students current social emotional needs and the efficacy of our curriculum.

2020-21 Rodman Early Childhood Program School Priority #1: Transforming Teaching & 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. (National Early Literacy Panel Study 2002)

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	Evidence of actions and progress
Receive training to understand phonological awareness development and the importance of these skills.	Early Childhood Coordinator Reading Specialist	Nov.-Mar	Professional Development Time Funding	Training sign in sheets. Observations of increased phonological awareness instruction.
Implement Heggerty Phonological and Phonemic Awareness Curriculum in all classrooms.	Classroom Staff	Nov.-June	Heggerty Curriculum Manuals	Observations of instruction being delivered Increased skill development in students.
Receive training and implement Lively Letters phonics curriculum.	Early Childhood Coordinator Lively Letters Trainer	Nov.	Professional Development Manual and supporting materials	Observations of instruction being delivered. Increased skill development in students.
Conduct progress monitoring using Heggerty Phonemic Awareness Screener and curriculum based measures.	Classroom Teachers	Dec. Feb. Apr. June	Screener	Documentation of progress monitoring showing student performance.
Analyze results of progress monitoring and deliver data driven instruction appropriate for students based on results of progress monitoring.	Classroom Staff SLP Student Services Coordinator Early Childhood Coordinator	Dec. Feb. Apr. June	Time	Observation of instruction differentiated by need. Data on student progress.

Support student learning by increasing family literacy access with take home bags and lending library.	Classroom Staff	January-June	Material Bags Additional Books	Sign Up sheets for materials. Student progress data.
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2020-21 Rodman Early Childhood Program Priority #2: Achieving Educational Excellence & Ensuring Educational Equity

Increase student awareness and respect for differences in race and culture utilizing the social science and history common core standards.

Rationale : “An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.” -DESE. Young children develop bias by the age of four. Students must engage with a curriculum designed to positively portray people of all race, culture, ability, age and gender in order to address the developing bias.

Strategic Areas of Focus:

- 1.1 Educational equity
- 1.4 Equitable access to high quality instruction

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Review and implement a unit of study designed to meet the Social Science and History common core standards with a focus on helping students see themselves as important members of our preschool and Canton community.	Classroom Staff	Nov.-June	Identified pieces of children's literature	Curriculum noted in lesson plans and observations.
Increase access of books within the classroom to positively reflect people of all race, culture, ability, age and gender	Early Childhood Coordinator Classroom Staff	Nov.-June	Funding	Review of classroom libraries will reflect all identified groups with no group represented in the majority of literature.
Develop students' self awareness of their own family, race and culture by incorporating monthly family projects to be shared and displayed at school.	Classroom Staff Early Childhood Coordinator	Dec.-June	Planning Time Materials	Participation rates of family projects. Observations of students during time of read alouds reflecting various races and cultures. Increased social and emotional development in the area of self awareness as demonstrated in social thinking curriculum and data.

Develop students' understanding of fairness, friendship, responsibility and respect.	Classroom Staff	Nov.-June	Children's Literature Time	Increased social and emotional skills within the classroom including student's ability to form meaningful friendships and begin to navigate conflict.
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2020-21 Rodman Early Childhood Program School Priority #3 Social/Emotional Learning

Review and analyze current SEL needs and effectiveness of programming within the preschool resulting in a tiered system of instruction for preschoolers.

Rationale: Social emotional development is key to success in life. Having strong social emotional skills assists students in accessing curriculum, developing relationships with peers and ensuring mental health wellness.

Strategic Areas of Focus:

- 2.1 Social and emotional learning
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Implement the Behavior and Emotional (BESS) screener to identify student needs.	School Psychologist Early Childhood Coordinator Classroom Staff	January-February	Screener Time	Data from screener completed by classroom staff and families. Analysis of data concludes with strategic classroom instruction.
Educate parents/guardians on the importance of and stages of social emotional development.	School Psychologist Early Childhood Coordinator Home To School Interventionist	January	Presentation Materials to share with families.	Parent Sign in sheet for parent training to be held virtually.
Host monthly parent support groups.	Early Childhood Coordinator Home to School Interventionist	Dec.-June	Materials & Resources	Notes from the meeting. Analysis of discussion. Participation and attendance.
Survey parents to gain understanding of student SEL needs.	School Psychologist Early Childhood Coordinator	January	Survey	Written summary of survey results including analysis and action steps.
Increase availability of parent resources.	Home to School Interventionist School Psychologist	Jan.-June	Virtual materials	Creation of a virtual library with resources on a variety of social emotional and behavioral topics easily accessible to families.
Identify data points to assess within the current SEL curriculum.	School Psychologist	Dec.-Jan.	Curriculum Collaborative Time	Identified points for data collection to occur within the social thinking curriculum.

	Classroom Staff			Plan for how data will be collected. (observation, student product etc.)
Collect and analyze data based on identified points resulting in changes to instruction and programming.	School Psychologist Classroom Staff Early Childhood Coordinator	Feb.-June	Collaborative Time	Written analysis on data collected with recommendations for any necessary changes.