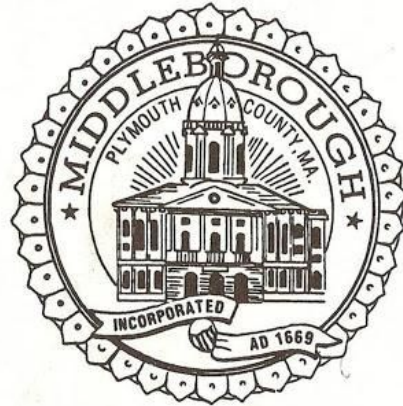


**Middleborough Public Schools  
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**Memorial Early Childhood Center  
2018-2019  
Council Members**

Holly Anderson, Principal	Carol Carver, Community Representative
Heather Comeau, Teacher	Marie Moriarty-Puggi, Parent
Beth Fauvell, Teacher	

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## **Middleborough Public Schools School Improvement Plan 2018-2019**

### **Administrative Summary**

The major focus for the MECC staff this year has been in developing our expertise in the realm of Social Emotional Learning (SEL). Staff had shared, through last year's survey data, that this was an area of great concern. We were able to have a school-wide focus on SEL and strategies to support students who are struggling. This started with a whole-school, full-day professional development to create a shared understanding and approach toward SEL. Through this training, staff were given the tools and knowledge to develop consistent supports in every classroom. This is evidenced through the creation of "Calm-Down Corners" in every PreK and K classroom, as well as in Special Subject classes. This attention to SEL has resulted in far fewer calls for our Emergency Response Team to intervene with students who are struggling behaviorally. Teachers have reported that they are more equipped to implement de-escalation strategies which, in turn, has resulted in a decline in office discipline referrals. We are pleased with the results and have plans to grow this approach through a systematic intervention process, much like our approach in math or reading.

Another area of growth for MECC has been a school wide focus on consistent sight word and vocabulary instruction. Through staff collaboration, we have created a shared bank of vocabulary lessons and a consistent method for monitoring sight word learning progress. As we look toward our first year of implementation for the Lesley Literacy Collaborative, we are enthusiastic about growing this whole school collaboration.

In addition to Literacy, we have spent a year dedicated to an in-depth understanding of the Math Workshop model. This professional development will continue next year and will include consistent PLC time to evaluate the newly created math curriculum maps, develop a consistent approach toward homework, aligned vertically to grade 1, and consistent math benchmarks.

Finally, staff has shared a desire to prioritize Science curriculum work for next year. Through our PLCs we will begin to map out our Science curriculum and develop common vocabulary and assessments.

We will continue to work on engaging all families at MECC by focusing on further developing the Family Resource Center (FRC). The goal of the center is to ensure that families are engaged in the school and that families have a place to turn when in need of support. We could not be happier with the progress made in this area this year as this will be an essential resource for the school and the community. Our survey data indicates that we need to continue to focus on getting the word out to families about this resource. We started this process by having our FRC Coordinator greet every family who came through our K registration and screening process. She shared information about the FRC as well as brochures and other handouts. She continues to work with us to develop a stronger connection from the Birth to age 5 world into the start of formal schooling.

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**Middleborough Strategic Objectives**

<p><b>(A) Culture of Innovation and Achievement</b> Continue to make data-informed decisions to improve achievement for all students within an innovative environment supported by 21st Century facilities.</p>	<p><b>(B) Culture of Excellence</b> Develop and nurture a positive culture wherein high expectations for students, faculty, and staff achievement are articulated, realized, and celebrated by the entire community.</p>	<p><b>(C) Culture of Well-Being</b> Plan, develop, and implement programs and protocols which will continue to positively impact the social-emotional growth and well-being of all members of the school community.</p>
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***Goal 1: Through a comprehensive partnership with Lesley University, we will improve literacy instruction and student performance for all students in PreK and Kindergarten.***

<b>Action Plan/Improvement Strategies</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeline</b>	<b>Measurements and Outcomes</b>	<b>Resource(s) and/or Funding Source</b>
Implement and use professional resources recommended through Lesley University, including classroom libraries and book room.	Administration, Literacy Coaches, Instructional Coach/Reading Specialist, Grade Level Teacher Leaders, Teachers	Ongoing	<ul style="list-style-type: none"> <li>Observational data across all grades (consistency in practice and language)</li> <li>Materials purchased and added to classroom libraries</li> </ul>	Funding for planned PD with Lesley University. Funding for the professional resources (Lit. Continuum, Guided Reading etc).

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<b>Action Plan/Improvement Strategies</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeline</b>	<b>Measurements and Outcomes</b>	<b>Resource(s) and/or Funding Source</b>
Determine the teachers in K that will make up cohort 1 for initial Training year.	Admin, Literacy Coaches, Cohort 1 teachers	2018 – 2019 School Year	<ul style="list-style-type: none"> <li>● Awareness session for participants held to start school year.</li> <li>● 20 Training sessions scheduled and planned for 2018–2019 School Year</li> </ul>	Continued support for Lesley Literacy Collaborative Membership.
Implement the Lesley Professional Development Plan	Admin, Literacy Coaches, Cohort 1 teachers	Teachers participate in twenty 2-hour professional development sessions during the 2018-2019 school year.	<ul style="list-style-type: none"> <li>● Observational data across all grades (consistency in practice and language).</li> <li>● Implement the PD Plan with fidelity</li> </ul>	Continued support for Lesley Literacy Collaborative Membership.
Arrange staffing and funding for literacy coaches to train and coach teachers (30-50% of time) and teach students (50-70% of time).	Admin, Literacy Coaches, classroom teachers	2018 – 2019 School Year	<ul style="list-style-type: none"> <li>● Improved instructional practices in the classroom.</li> <li>● Improved student performance and growth on assessments by 10% from B.O.Y. to E.O.Y.</li> </ul>	Continued support for Lesley Literacy Collaborative Membership.

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Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Implement BAS, and continue DRA/DIBELS.	Administration, Literacy Coaches, Instructional Coach/Reading Specialist, Grade Level Teacher Leaders, Teachers	2018 - 2019 school year	<ul style="list-style-type: none"> <li>● Assessment data collected once each trimester</li> <li>● Each grade level team will review assessment results</li> <li>● Students in need of further intervention will be identified</li> </ul>	Assessment dates scheduled
Arrange staffing and funding for literacy coaches to continue training, coursework and fulfill professional development responsibilities through Lesley University.	Admin, Literacy Coaches, classroom teachers	2018 – 2019 School Year	<ul style="list-style-type: none"> <li>● Improved instructional practices in the classroom.</li> <li>● Improved student performance and growth on Assessments by 10% from B.O.Y. to E.O.Y.</li> </ul>	Continued support for Lesley Literacy Collaborative Membership.
Continue regular PLC meetings, using data to analyze student performance, share best practices and plan interventions and enrichment.	Administration, Instructional Coach/ Reading Specialist, Grade Level Teacher Leaders, Teachers, Support Staff	Ongoing	<ul style="list-style-type: none"> <li>● Improved instructional practices in the classroom.</li> <li>● Improved student performance and growth on common assessments by 10% from B.O.Y. to E.O.Y.</li> </ul>	PLC meetings scheduled
Continue ongoing progress monitoring meetings	Administration, Reading Specialist, Teachers	Ongoing	<ul style="list-style-type: none"> <li>● Interventions provided for struggling students ensuring student progress</li> </ul>	N/A

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<b>Action Plan/Improvement Strategies</b>	<b>Person(s) Responsible for Implementation</b>	<b>Timeline</b>	<b>Measurements and Outcomes</b>	<b>Resource(s) and/or Funding Source</b>
Ensure ongoing supports at all levels of the Response to Intervention Framework (RTI).	Administration, Teacher Leaders, Teachers,	2018-2019 School Year	<ul style="list-style-type: none"> <li>● Interventions provided for struggling students at all grades</li> <li>● Enrichment provided for students meeting standards</li> <li>● Flow chart of next steps created for initial screening at each grade.</li> <li>● All interventions and supports identified within the RTI Framework and made available to all staff.</li> <li>● Improved student performance and growth on STAR Assessments by 10% from B.O.Y. to E.O.Y.</li> </ul>	Funding for the purchase of Leveled Literacy Intervention Kits for grades 4-5, and additional proven tier 2 interventions as needed.
Continued professional development for Special Education Teachers and Regular Education Inclusion Teachers in best practices and providing specially designed instruction in co-taught classrooms	Administration, Director of Pupil Personnel Services, SPED Coordinator, Grade Level Leaders	2018-2019 School Year	<ul style="list-style-type: none"> <li>● Observational increase in the use and effectiveness of best practices in all classes related to co-teaching in a SPED Classroom</li> <li>● Observational improvements in the delivery of specially designed instruction.</li> </ul>	Funding for PD

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***Goal 2: Continue to align and implement curriculum, instruction, and assessment in mathematics to ensure improvement and growth with all Kindergarten students.***

Action Plan/Improvement Strategies	Person(s) Responsible for implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Continue full implementation of enVision 2.0 in all K classes	Administration, Instructional Coach, Grade Level Teacher Leaders, Teachers	2018-2019 school year	<ul style="list-style-type: none"> <li>● Observational increase in rigor in all classes</li> <li>● Improved student performance in math as measured by B.O.Y and E.O.Y. math assessments (10% increase in students meeting benchmark)</li> </ul>	Continued financial support for the enVision program and consumable materials.
Professional development provided by Susan Looney for K Math Cohort 1	Administration, Instructional Coach, Teachers	2018-2019 school year	<ul style="list-style-type: none"> <li>● Observational increase in the implementation of the Math Workshop Model</li> <li>● Improved student performance in math as measured by B.O.Y &amp; E.O.Y. math assessments (10% increase in students meeting benchmark)</li> </ul>	Continued financial support for professional development.



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<b>Action Plan/Improvement Strategies</b>	<b>Person(s) Responsible for implementation</b>	<b>Timeline</b>	<b>Measurements and Outcomes</b>	<b>Resource(s) and/or Funding Source</b>
Implement curriculum maps at all grades under the guidance of Susan Looney Consulting.	Administration, Instructional Coach, Grade Level Teacher Leaders, Teachers	2018-2019 school year	<ul style="list-style-type: none"> <li>● Curriculum maps fully implemented</li> </ul>	Funding for professional development and consultation from Susan Looney Consulting
Determine and implement common math benchmark assessments and a consistent approach towards homework.	Administration, Instructional Coach, Grade Level Teacher Leaders, Teachers	Beginning, middle and end of year	<ul style="list-style-type: none"> <li>● Assessment data collected once each trimester</li> <li>● Each grade level team will review assessment results</li> <li>● Students in need of further intervention will be identified</li> <li>● Developmentally appropriate homework activities created for each topic</li> </ul>	N/A
Ensure ongoing supports at all levels of the Response to Intervention Framework (RTI) specific to math.	Administration, Teachers, Instructional Coach, Support Staff	2018-2019 school year	<ul style="list-style-type: none"> <li>● Interventions provided for struggling students</li> <li>● Enrichment provided for students meeting standards</li> <li>● Flow chart of next steps created for initial screening at each grade</li> <li>● All interventions and supports identified within the RTI framework and</li> </ul>	N/A

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			made available to all staff	
<b>Action Plan/Improvement Strategies</b>	<b>Person(s) Responsible for implementation</b>	<b>Timeline</b>	<b>Measurements and Outcomes</b>	<b>Resource(s) and/or Funding Source</b>
Continue regular PLC meetings, using data to analyze student performance, share best practices and plan interventions and enrichment.	Administration, Teachers, Instructional Coach, Support Staff	Ongoing	<ul style="list-style-type: none"> <li>● Improved instructional practices in the classroom</li> <li>● Improved enrichment and intervention opportunities for students</li> <li>● Improved student performance and growth on common assessments by 10% from B.O.Y. to E.O.Y.</li> </ul>	N/A
Continue progress monitoring meetings at all grades.	Administration, Teachers, Reading Specialist, Support Staff	Ongoing	<ul style="list-style-type: none"> <li>● Interventions provided for struggling students ensuring continued progress</li> </ul>	N/A
Continued professional development for Special Education Teachers and Regular Education Inclusion Teachers in best practices and providing specially designed	Administration, Director of Pupil Personnel Services, Team Facilitator, Teachers	2018-2019 school year	<ul style="list-style-type: none"> <li>● Observational , continued increase in the use and effectiveness of best practices in all classes related to co-teaching in a SPED</li> </ul>	Funding for PD

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instruction in co-taught classrooms			classroom	
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<b>Action Plan/Improvement Strategies</b>	<b>Person(s) Responsible for implementation</b>	<b>Timeline</b>	<b>Measurements and Outcomes</b>	<b>Resource(s) and/or Funding Source</b>
Ensure teachers have continued access to quality professional materials and resources to effectively implement the Math Workshop Model and to differentiate instruction.	Administration	2018-2019 school year	<ul style="list-style-type: none"> <li>● All teachers will have access to professional resources</li> <li>● Observational evidence of improved differentiated instruction and use of the workshop model</li> <li>● Math materials, games and resources all organized and made available to all staff in a central location</li> </ul>	<ul style="list-style-type: none"> <li>● Funding for professional resources</li> </ul>

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***Goal 3: Ensure alignment and implementation of curriculum and instruction with the new Massachusetts Science and Technology/Engineering Standards.***

<b>Action Plan/Improvement Strategies</b>	<b>Person(s) Responsible for implementation</b>	<b>Timeline</b>	<b>Measurements and Outcomes</b>	<b>Resource(s) and/or Funding Source</b>
Continued implementation of Discovery Education Science Program in all classes at all grades.	Administration, Grade Level Teacher Leaders, Instructional Coach, Teachers	2018-2019 school year	<ul style="list-style-type: none"> <li>● Observational increase in rigor in all classes</li> <li>● Observational evidence of the integration of the Science Practices in all classes</li> </ul>	Funding for Discovery Education Science online tech-books
Professional development provided by Discovery Education on the use of online textbook.	Administration, Grade Level Teacher Leaders, Instructional Coach, Teachers	2018-2019 school year	<ul style="list-style-type: none"> <li>● All teachers trained at the start of the 2018-2019 school year</li> </ul>	Funding for Discovery Education Science textbooks
Common assessments developed at each grade to monitor the effectiveness of implementation.	Administration, Instructional Coach, Grade Level Teacher Leaders, Teachers	2018-2019 school year	<ul style="list-style-type: none"> <li>● Assessment data collected once each trimester</li> <li>● Each grade level team will review assessment results</li> </ul>	N/A
Begin initial work on the development of science curriculum maps at all	Administration, Instructional Coach, Grade Level Teacher Leaders,	2018-2019 school year	<ul style="list-style-type: none"> <li>● Draft of maps completed by the end of school year</li> </ul>	N/A

**Middleborough Public Schools  
School Improvement Plan 2018-2019**

grades.	Teachers			
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	<p><b>Goal 4:</b> <i>Improve student performance by developing a comprehensive family and community partnership.</i></p>
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Action Plan/Improvement Strategies	Person(s) Responsible for implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Continue to increase access for families to resources available within the community and through the school.	Administration, Family Resource Coordinator	Ongoing	<ul style="list-style-type: none"> <li>• Ensure resources/pamphlets available at main lobby, in office, and conference rooms</li> <li>• Continued improvement of website to include links and information for parents</li> </ul>	N/A
Expand parent curriculum support and information nights	Administration, Instructional Coach/Reading Specialist, Teachers	Ongoing	<ul style="list-style-type: none"> <li>• ELA night</li> <li>• Math night</li> <li>• Bingo for Books</li> </ul>	Title I PTA
Continue and increase events associated with “Countdown to K”.	Administration, Family Resource Coordinator, Instructional Coach/ Reading Specialist, Teachers	Ongoing	<ul style="list-style-type: none"> <li>• Spring K Orientation</li> <li>• Spring Block Party</li> <li>• August: Family Picnic</li> <li>• September: Boo-Hoo/ Woo-Hoo Breakfast</li> <li>• Summer Open Houses- Storytime with the Principal</li> <li>• K Summer Scavenger Hunt</li> </ul>	Title I Other grant funding

**Middleborough Public Schools  
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			<ul style="list-style-type: none"> <li>• Support for Early Literacy</li> </ul>	
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<b>Action Plan/Improvement Strategies</b>	<b>Person(s) Responsible for implementation</b>	<b>Timeline</b>	<b>Measurements and Outcomes</b>	<b>Resource(s) and/or Funding Source</b>
Continue Kindergarten library, police and fire station visits.	Administration, Teachers, Town Librarian; Fire chief; Police Chief	Ongoing	<ul style="list-style-type: none"> <li>• All classes visit library at least twice</li> <li>• Visit fire and police at least once</li> </ul>	N/A
Expand the volunteer training and orientation session and brochure to include multiple training opportunities throughout the year	Administration, Family Resource Coordinator	Ongoing	<ul style="list-style-type: none"> <li>• Orientation sessions scheduled early with a volunteer breakfast</li> <li>• Brochure developed prior to start of school year</li> </ul>	N/A
Regularly update MECC's website, Facebook and Twitter accounts	Administration, Administrative Assistant, assistance from Tech. Dept.	Ongoing	<ul style="list-style-type: none"> <li>• Updated and maintained website, Facebook and Twitter accounts monthly</li> </ul>	N/A

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**Goal 5: *We will provide and maintain a safe, physical and emotional environment to support instruction that meets 21st century learning demands.***

Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Maintain class sizes under 22 students with full-time ESP support.	Administration	Ongoing	<ul style="list-style-type: none"> <li>● Small class size with ESP support as needed</li> </ul>	Budget
Redesign dismissal procedures	Scheduling team	Fall 2018	<ul style="list-style-type: none"> <li>● New procedures in use</li> </ul>	N/A
Continue school-wide positive programs: Bucket Fillers; Second Step; Alert program	Administration, Teachers, School Psychologist, Support Staff	Ongoing	<ul style="list-style-type: none"> <li>● Monthly Bucket Fillers posted and celebrated at lunch</li> <li>● Monthly large group training meetings for strategies</li> <li>● Evidence of program use continued in classrooms</li> <li>● Consistent language and expectations throughout school- including recess</li> </ul>	Budget
Develop interventions for behavioral and social/emotional needs directly related to SEL screening ratings	Administration, Teachers, School Psychologist, Support Staff	Ongoing	<ul style="list-style-type: none"> <li>● Screening tool implemented and analyzed</li> <li>● Behavioral interventions</li> </ul>	N/A

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			in place and tracked	
Action Plan/Improvement Strategies	Person(s) Responsible for implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Emergency Response Team (ERT) guidelines followed and evaluated through Behavior Management Team	Administration, School Psychologist, Teachers, Support Staff, Other members of ERT/BERT Team	2018-2019 school year	<ul style="list-style-type: none"> <li>● ERT team identified</li> <li>● Guidelines disseminated to staff</li> <li>● Protocol for data collection created</li> </ul>	N/A
Finetune evacuation protocols for fire drills or building evacuation	Administration; School Psychologist; Instructional Coach; Nurse	2018-2019 school year	<ul style="list-style-type: none"> <li>● Establish faster “check-in” system to account for all students and adults in the building and their location using specific zones and zone leaders</li> </ul>	N/A
Continue use of quiet, calm down spaces with a variety of strategies/tools available in each classrooms to enable de-escalation strategies to occur.	Administration, School Psychologist, Teachers, Other members of ERT Team	2018-2019 school year	<ul style="list-style-type: none"> <li>● Calm down spaces with tools will be available in every classroom</li> <li>● Each classroom will directly teach strategies and tools for use</li> </ul>	K Standards for SEL and APL A variety of resources from CSEFEL website
Continue consultation services with Kelly Rodriguez of Early Childhood Consultants	Administration	2018-2019 school year	<ul style="list-style-type: none"> <li>● Teachers meeting on individual students</li> <li>● individual support plans developed with families</li> </ul>	Grant funding



**Middleborough Public Schools  
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			and classroom teachers
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### Staff/Parent Survey Response Averages

Staff	Parent
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1 (Don't Know)                      2 (Needs Improvement)                      3 (Meets Expectations)                      4 (Exceeds Expectations)

Curriculum	Resources			Family Engagement				
Math	3	3.3	School Library	3.4	3	Student/Family Orientation	3.3	3.4
Reading	3.1	3.4	Cultural Performances	3.5	3	Registration/Screening	3	3.4
Writing	2.9	3.2	Computer Lab	3.4	3.1	Open House	2.8	3.4
Social Studies	2.8	2.8	Family Resource Center	3.3	2.8	Parent/Teacher Conferences	3.3	3.6
Science	2.6	2.9	Reading Specialist	2.9	3.1	Family Activities	3.3	3.23
Meeting Ind. Academic Needs	2.9	3.2				Special events	3.5	3.2
Tech in the Classroom	2.8	3.3				Volunteer Orientation	3.7	2.9
Report Cards	2.1	3.3				Class Volunteer Opportunities	3.1	3

**Middleborough Public Schools  
School Improvement Plan 2018-2019**

Social Emotional Development	2.8	3.3						
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Facilities			School Day/Safety			Staffing		
Cleanliness	3.4	3.5	Arrival Routine	3.2	3.4	Current Class Size	2.6	3.3
General Building Needs	3.2	3.4	Dismissal Routine	2.9	3.3	Support Staff (ESPs)	3.4	3.3
School Grounds	3.3	3.5	Bussing	2.6	3.1	Office Staff	3.6	3.6
Playground Areas	2.9	3.4	Health Service Needs	3	3.4			
<b>Home Communication</b>			School Lunch Program	2.9	3			
Email	3	3.3	School Breakfast Program	2.8	2.5			
School Website	3.2	3	Emergency Response Training	2.8	2.9			
Automated Calls	3.2	3.4	Safe to School System	3.4	3.3			
Hard Copies	3.2	3.3						
Social Media	3	2.9						

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