

**Memorial Early Childhood Center
School Improvement Plan 2021-2022 School Year**



2020-2021 Council Members

Jeremy Gobeil, Principal (Co-chair)	Nicole Kelly, Parent (Co-chair)	Carol Carver, Community Representative
Melissa Small, Parent	Tenille Langdon, Parent	Beth Fauvell, Teacher
Tracie Lord, Teacher	Mari Gates, Teacher	



Our vision at the Memorial Early Childhood Center (MECC) is to work together as an entire school community to provide an environment where students grow in confidence, build their independence and develop a love of learning. We encourage MECC students to ask a lot of questions and explore their surroundings while we assist them in building their background knowledge and expanding their inquisitive minds. Our goal is to have students leave MECC with a strong foundation of skills that they will build upon as they move through the Middleborough Public Schools.

In addition, we envision our students being productive young citizens who understand the importance of being responsible for their actions, understand and appreciate differences, and demonstrate respectful behaviors. Our students will develop a strong understanding of what this means through various social emotional instruction and resources, such as our Bucket Filler Program, Whole Body Listening, Responsive Classroom practices, and our Word of the Month Program. MECC students will learn how to work together cooperatively while demonstrating respect, independence and an appreciation for others.

Administrative Summary:

Like the rest of the world, the Memorial Early Childhood Center experienced a year like no other. The Covid pandemic forced us to shift our thinking and practices to provide a new type of education while ensuring the well being of our students and staff and their families. We had to be creative, flexible, thoughtful, patient and resourceful in designing plans to teach during this time of great uncertainty and angst. The hope is that as we return to a new normal, with restrictions lessening we can get back to the goals that were ultimately created for the 2020-2021 school year.

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Going forward, there will be a significant focus on Social Emotional Learning Competencies. We are charged with getting “back to normal” and we recognize the need to focus on the well being of all involved in the education of our students. Educators continue to build their instructional routines and strategies to better support all learners so they are readily available to learn and engage in the classroom environment with success.

While we were limited in our ability to engage in SEL professional development, staff have focused on the social emotional being of our students. Staff were forced to be reflective and responsive to the needs of our students and their families. As our instructional practices changed to acknowledge the significant increase in family contact and communication, staff developed skills as needed. This work will continue through our monthly staff and PLC meetings during the upcoming school year. Next year, MECC faculty will further demonstrate the importance of developing a *Responsive Classroom* community by implementing all or some components of Morning Meeting. We will also provide common language and expectations throughout our school in accordance with our efforts to implement Positive Behavior Intervention and Support (PBIS). In addition, our school will continue the work of implementing Zones of Regulation on a more consistent basis with the assistance of our School Adjustment Counselor. MECC will continue to capitalize on embedding this conceptual framework with all students.

Through effective Professional Learning Communities, Kindergarten teachers will be fully engaged as a team with implementing various components of our new literacy initiative. Our Literacy Coach has trained our teachers in assessing students using the Benchmark Assessment System (BAS), Reading and Writer’s Workshop as well as shared reading. This literacy model supports differentiated and tiered instruction to meet students where they are performing within grade level standards. While the pandemic slowed this process down, we recognize the effectiveness of this model and we will get back to implementing the components of the Lesley Literacy Model.

Preschool teachers continue to enhance their transitioning protocols. As a team, they are working collaboratively with local daycares, Head Start Programs and Early Intervention (EI) to support students transitioning from EI to our preschool as well as transitioning our preschool students to kindergarten. They also continue to develop their social emotional instructional practices to best support all learners. Our Preschool staff have also been working with a coach from the Building Equitable Supports for Children with Disabilities initiative which “is designed to help school districts by creating a professional community that centers equitable support as a key to successful inclusion in their early childhood programs.”

Middleborough Public Schools Strategic Objectives		
<p>A) Culture of Innovation and Achievement Continue to make data-informed decisions to improve achievement for all students within an innovative environment supported by 21st Century facilities.</p>	<p>B) Culture of Excellence 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>(C) Culture of Well-Being 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>

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Goal 1:
Through a comprehensive partnership with Lesley University, we will enhance our literacy instruction and overall student performance in English Language Arts

District Objective: *Culture of Innovation and Achievement*

Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Continue to implement and adapt the Lesley's Literacy Professional Development Model for Cohort I and Cohort II.	Administration, Literacy Coaches, Instructional Coach, Grade Level Teachers	2020-2022	<ul style="list-style-type: none"> ● Additional materials purchased to support coaching and learning ● Fine tune instructional practices as it relates to Reader's and Writer's Workshop Model ● Continue coaching and training throughout the year 	<ul style="list-style-type: none"> ● Funding for the professional resources and training
Continue year three of training for our Literacy Coach in order to fulfill professional development responsibilities through Lesley University.	Principal, Director of Curriculum, Literacy Coach	2021-2022	<ul style="list-style-type: none"> ● Weekly/monthly trainings take place with Cohort groups ● Coaching coursework and professional development offerings are attended and scheduled ● Adjust training schedules to reflect school closings due to COVID19. 	<ul style="list-style-type: none"> ● Funding for Lesley Literacy Collaborative Membership
Establish a literacy coaching schedule to reflect teaching and training of staff on a bi-weekly/monthly basis.	Principal, Directory of Curriculum, Literacy Coach, Teachers	2020-2022	<ul style="list-style-type: none"> ● Coaching schedule outlined and implemented ● Coaching time is embedded within the school hours 	<ul style="list-style-type: none"> ● Coaching Time ● Budget to Maintain Staffing
Continue implementation of DIBELS 8th edition assessment tool and progress monitor early literacy skills between benchmark periods.	Principal, Instructional Coach, Lead Teachers and Classroom Teachers	2020-2022	<ul style="list-style-type: none"> ● Progress monitoring takes place as needed ● Database reflects students overall performance in literacy ● MECC Early Literacy Assessment Tool-Kindergarten 	<ul style="list-style-type: none"> ● Budget for DIBELS 8th edition ● Access to DIBELS database-University of Oregon ● Grade Level Meeting time
Continue to embed age appropriate common vocabulary within preschool curriculum as aligned to Lesley Literacy Model.	Principal, Literacy Coach, Instructional Coach, Lead Teachers and Teachers	2020-2022	<ul style="list-style-type: none"> ● Preschool teachers engage in literacy professional development where applicable ● Common vocabulary is taught and used in alignment with 	<ul style="list-style-type: none"> ● Professional Development Days ● Monthly Meeting Time ● Funding for Resources Needed

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

			Lesley Literacy Model	
Maintain Monthly PLC Meetings to focus on school or district program/curriculum initiatives.	Principal, Teachers	2020-2022	<ul style="list-style-type: none"> Teachers engaged in PLC meetings based on school/district content areas monthly Meeting Agendas Learning Outcomes Shared 	<ul style="list-style-type: none"> Professional Development resources to support focus areas.

<p><u>Goal 2:</u> <i>To maintain best teaching and assessment practices that focus on student success and achievement.</i></p> <p><u>District Goal:</u> <i>Culture of Innovation and Achievement</i></p>				
Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Hire an additional preschool special education teacher and paraprofessional for compliance with state regulations regarding instructional group size	Principal, Director of PPS, Sped. Coordinator, Preschool Team, Paraprofessional	2020-2022	<ul style="list-style-type: none"> Additional preschool classroom is approved and supported by School Committee Students are enrolled in new classroom 	<ul style="list-style-type: none"> District Funding Grant Funding Classroom Resources-teaching materials and furniture
Maintain Response to Intervention (RTI) practices to support all students.	Administration, Instructional Coach, Lead Teachers, Teachers and Paraprofessionals	2020-2022	<ul style="list-style-type: none"> Interventions provided for struggling students at least 3-5 times a week RTI is scheduled in each classroom and implemented with fidelity Observations of RTI in action and teacher meetings with administration Progress Monitoring and Benchmark Data shows an increase in student skills Schedule for intervention implementation 	<ul style="list-style-type: none"> Intervention kits and materials Leveled libraries Preschool aged materials needed for struggling readers in Kindergarten
Continue to be reflective in analyzing student assessment data, share best practices and plan interventions and/or enrichment at least three times a year	Principal, Instructional Coach, Lead Teachers, Classroom Teachers, and Support Staff	2020-2022	<ul style="list-style-type: none"> Conduct data meetings three times a year Identify focus areas of instruction for RTI Tiered Instructional groups meet daily 	<ul style="list-style-type: none"> Substitute Coverage Database

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Continue to enhance the co-teaching model within our inclusive and EL classrooms	Administration, Director of Pupil Personnel Services, SPED Coordinator, Special Education Teachers and Inclusion Classroom Teachers, Paraprofessionals, SACs EL Instructor	2020-2022	<ul style="list-style-type: none"> Classroom observations of co-teaching models Common Planning Time is embedded in schedule Co-teaching models are implemented, observed and evaluated Co-taught lessons are reflected in lesson plans 	<ul style="list-style-type: none"> Scheduled time for planning RISE Training Professional Development
Enhance instructional strategies and structures to support EL population	Administration, EL Teacher, Classroom Teachers, Director of Curriculum and Instruction	2020-2022	<ul style="list-style-type: none"> Effective instructional strategies for ELs are identified, implemented and reviewed for effectiveness on a monthly basis Common Planning Time is structured for EL teacher and classroom teacher to plan 	<ul style="list-style-type: none"> Professional Development funding/offersings Time to collaborate
Engage in further conversations with our EL families to better support our EL learners as they enter school.	Administration, EL Teacher, Classroom Teachers, Director of Curriculum and Instruction	2020-2022	<ul style="list-style-type: none"> Interviews with families are comprehensive and welcoming to gain insight on cultural traditions and norms Family Questionnaire A plan is developed to support students and families such as, needed translations, understanding and an appreciation of cultural norms, scheduled meetings and 	<ul style="list-style-type: none"> Ability to translate documents Funding for Translators to be present, if needed
Streamline basic skills and concepts for end of year preschool assessments.	Principal, Special Education Administrator, Preschool Teachers, Lead Teachers	2020-2022	<ul style="list-style-type: none"> Assessments are adjusted and streamlined to be more effective Assessments are implemented and reviewed for effectiveness and purpose 	<ul style="list-style-type: none"> Monthly Grade Level or PLC meeting time
Continue Child Study Team (CST) meetings, using data to analyze student performance, share best practices and plan interventions and/or enrichment	Administration, Teachers, Instructional Coach, Support Staff	2020-2022	<ul style="list-style-type: none"> Improved instructional practices in the classroom Student progress is achieved in area of concern Regular meetings take place 	<ul style="list-style-type: none"> Substitute for meeting coverage
Provide quality professional development offerings to paraprofessionals to support the Child Development Associate, (CDA).	Administration, Special Education Department, Literacy Coaches and Paraprofessionals	2020-2022	<ul style="list-style-type: none"> Professional Development in First Aide, CPR are offered Attendance and agendas for yearly PD Days First Aid and CPR certification obtained Related Training is provided as recommended 	<ul style="list-style-type: none"> Professional Development Days Funding for Recertification

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Enhance Paraprofessional's skill set and awareness of literacy intervention and supports	Principal, Special Education Teacher, Director of Pupil Personnel, Director of Curriculum, Instructional Coach, Teachers and Paraprofessionals	2020-2022	<ul style="list-style-type: none"> Professional Development opportunities are offered with a focus on literacy support and awareness of reading and writing instruction Paraprofessionals attendance at PD and application of skills learned within the classroom setting 	<ul style="list-style-type: none"> Professional Development Days Training materials and/or resources
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Goal 3: To continue to align and implement curriculum, instruction, and assessment in mathematics to ensure improvement and growth with all students.

District Objective: Culture of Innovation and Achievement

Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Continue to implement Guided Math three-four times a week.	Principal, Lead Teachers, Instructional Coach, Classroom Teachers	2020-2022	<ul style="list-style-type: none"> Implementation of Guided Math takes place a minimum of two-three times a week. Colleagues observing Math Workshop Model and share ideas and resources Implementation of Tiered levels of math instruction 3-5 times a week 	<ul style="list-style-type: none"> Substitute coverage for observations Periodic meeting time to assess effectiveness, logistics and resources
Ensure teachers have continued access to quality professional materials and resources to effectively implement the Math Workshop Model and to differentiate instruction	Administration, Lead Teachers, Instructional Coach, Teachers	2020-2022	<ul style="list-style-type: none"> Observational evidence of improved differentiated instruction and use of the workshop model Math materials, games and resources available for staff 	<ul style="list-style-type: none"> Funding for professional resources, hands-on materials Math Units of Study PLC Time, Make and Take

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Goal 4:

Ensure alignment and implementation of curriculum and instruction with the Massachusetts Science and Technology/Engineering Standards.

District Objective: *Culture of Innovation and Achievement*

Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Finish creating science units aligned with curriculum maps for kindergarten and preschool	Principal, Director of Curriculum and Teachers	2020-2022	<ul style="list-style-type: none"> ● Science units and resources are developed and implemented ● Science lessons are observed through classroom walkthroughs and reflected upon 	<ul style="list-style-type: none"> ● Planning time via PLC, Grade Level, or professional development days ● Resources and materials to support units of instruction ● Science curriculum maps by grade level
Continue to enhance our science lessons and resources to support hands-on inquiry based experiments.	Director of Curriculum, Principal and Grade Level Teachers	2020-2022	<ul style="list-style-type: none"> ● Science instructional materials are purchased and used in alignment with the grade level science units 	<ul style="list-style-type: none"> ● Scholastic Science Spin ● Discovery Education ● Mystery Science ● Science Curriculum Maps and Units of Instruction
Maintain MECC STEAM Week as an annual event	Principal, Teachers, Director of Curriculum, Technology Department, Celebration's Committee, and Teachers	2020-2022	<ul style="list-style-type: none"> ● STEAM week is planned organized and identified ● Hands-on science lessons are organized in relation to the acronym STEAM 	<ul style="list-style-type: none"> ● Funding for STEAM week materials ● Celebrations Committee Meetings

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Goal 5: *Improve student performance by developing comprehensive family and community partnerships.*

District Objective: *Culture of Well-Being*

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 school district	Administration, Family Resource Coordinator, School Psychologist, Special Education Department	Ongoing	<ul style="list-style-type: none"> ● Ensure resources/pamphlets available at main lobby, in office, and conference rooms ● Continued improvement of website to include links and information for parents ● Self-Help family programs offered in preschool (2x year) 	<ul style="list-style-type: none"> ● Grant Funding
Implement a transition plan to support families going from Early Intervention to our Public Preschool Program.	Preschool Special Ed Coordinator School Psychologist Speech Therapist Preschool staff	2020-2022	<ul style="list-style-type: none"> ● Continued participation in transition planning conferences/professional development ● Transition Plan created, implemented, reflected upon and revised, as needed 	<ul style="list-style-type: none"> ● Grant Funding, 240 or Title II ● Substitutes, if needed ● Pamphlets, Handouts
Continue to visit local preschool and Head Start programs to support and educate local programming	School psychologist, Preschool Special Education Coordinator, Speech therapist, OT, and Preschool staff	2020-2022	<ul style="list-style-type: none"> ● Visits to outside programs-observations and feedback noted ● Visits to MECC from outside programming as a model 	<ul style="list-style-type: none"> ● Substitutes, if needed
Expand parent/guardian informational nights	Principal, Instructional Coach, Teachers, Celebrations Committee	2020-2022	<ul style="list-style-type: none"> ● Literacy night ● Math night ● Bingo for Books ● Parent Safety Night 	<ul style="list-style-type: none"> ● Title I/Grant Funding ● PTA ● Facilities
Continue to provide Kindergarten Transition Events	Principal, Family Resource Coordinator, Reading-Math Specialist, Teachers	2020-2022	<ul style="list-style-type: none"> ● Spring K Orientation ● Spring Block Party ● August: Family Picnic ● September: Boo-Hoo/Woo-Hoo Breakfast 	<ul style="list-style-type: none"> ● Grant Funds ● Community Partnerships

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

			<ul style="list-style-type: none"> • Summer Open Houses- Storytime with the Principal • K Summer Scavenger Hunt 	
Maintain MOU with Self-Help-Head Start, and Early Intervention	Special Education Coordinator, Principal, Preschool & Speech Teachers	2020-2022	<ul style="list-style-type: none"> • Open communication with teachers and families, as well as Program Directors around transition to public programs • Updated MOU 	<ul style="list-style-type: none"> • Preschool Program Funding
Plan proactive approaches to support Early Intervention	Special Education Coordinator,, Principal, Family Resource Coordinator, Preschool & Speech Teachers, Self-Help Partnership	2020-2022	<ul style="list-style-type: none"> • Conduct frequent visits to local preschools for observations of students • Provide strategies to support student's developmental growth and acquisition of skills • Identification of students needing Early Intervention • Coordinated Community Engagement (CFCE) • Invite families to attend Self-Help special events 	<ul style="list-style-type: none"> • N/A
Continue kindergarten library and fire station visits	Administration, Teachers, Town Librarian, Fire Chief	2020-2022	<ul style="list-style-type: none"> • All classes visit library at least twice a year • Visit to the fire department • Bike Safety • Halloween Safety 	<ul style="list-style-type: none"> • Funding for SRO
Continue to provide pamphlets and information regarding the importance of maintaining confidentiality as a school volunteer	Administrator, Teachers	2020-2022	<ul style="list-style-type: none"> • Parent volunteer brochure developed prior to start of school year • Collection of signed Volunteer Expectation and Confidentiality Form from MECC volunteers • CORI Form completed and approved prior to volunteering 	<ul style="list-style-type: none"> • General Supplies Budget

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Regularly update MECC's website, Facebook and Twitter accounts	Administration, Assistance from Tech. Dept.	2020-2022	<ul style="list-style-type: none"> Updated and maintain website, Facebook and Twitter accounts monthly 	<ul style="list-style-type: none"> Access to Social Media Accounts
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Goal 6: *To provide and maintain a safe, physical and emotional environment that fosters personal growth, social skill development and respectful young citizens.*

District Objectives: *Culture of Excellence & Culture of Well-Being*

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 Educational Support Personnel.	Administration	2020-2022	<ul style="list-style-type: none"> Small class size with ESP support as needed 	<ul style="list-style-type: none"> Budget
Continue to educate faculty and staff on the various SEL needs such as anxiety and self-regulation strategies	Administration, Curriculum Coordinator, Director of Pupil Personnel, School Psychologist, Teachers,	2020-2022	<ul style="list-style-type: none"> Teachers meeting on individual students individual support plans developed with families 	<ul style="list-style-type: none"> Grant funding Family Resource Center
Identify and develop interventions for behavioral and social/emotional needs directly related to SEL screening ratings	Administration, Teachers, School Psychologist, BCBA, Special Education, School Adjustment Counselor, teachers, Support Staff	2020-2022	<ul style="list-style-type: none"> Screening tool implemented and analyzed Behavioral interventions plans created, implemented and reviewed for effectiveness Zones of Regulation used daily 	Grants for intervention resources
Implement Zones of Regulation, school-wide	Administration, Teachers, School Psychologist, BCBA, Special Education, School Adjustment Counselor, teachers, Support Staff	2020-2022	<ul style="list-style-type: none"> Whole group lessons on Zones of Regulation are implemented and reviewed Students demonstrate an understanding and utilizing the strategies and language as it applies to Zones of Regulation Zones of Regulation implemented on a consistent basis 	<ul style="list-style-type: none"> Visual Charts/Posters/Books Interactive Charts used by students Websites/Videos

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Hire a part time school adjustment counselor to support student needs on a weekly basis	Principal, Director of Pupil Personnel, Special Education Administrator	2020-2022	<ul style="list-style-type: none"> School Adjustment Counselor hired Provides support to students and staff Student services take place on a weekly basis 	<ul style="list-style-type: none"> Budget or Grant Funded
Promote positive citizenship through Word of the Month Program	Principal, Faculty and Staff	2020-2022	<ul style="list-style-type: none"> Students nominated and recognized Fine Dining Use of Character Strong resources 	<ul style="list-style-type: none"> Budget Student Activity Account
Maintain a school-based Emergency Response Team to support students/staff in need	Administration, School Psychologist, Teachers, Support Staff, Other members of ERT/BERT Team	2020-2022	<ul style="list-style-type: none"> ERT team identified Guidelines disseminated to staff Protocol for data collection created Safe space documentation forms Safety Care training for identified staff 	<ul style="list-style-type: none"> Professional Development in Safety Care
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	2020-2022	<ul style="list-style-type: none"> Calm down spaces with tools will be available in every classroom Use of calm down space is observed Each classroom will directly teach strategies and tools for use 	<ul style="list-style-type: none"> Hands-on resources for students to use

<p>Goal 7: <i>To maintain safe facilities that promote a safe learning environment in alignment with 21st Century teaching and learning.</i></p> <p>District Objective: <i>Culture of Well-Being</i></p>				
Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Maintain District Emergency Response Team, (DERT) protocols	Principal, DERT Team, Director of Maintenance, Head Custodian, Custodians, Faculty and Staff, SRO	2020-2022	<ul style="list-style-type: none"> Trainings and practice drills take place a few times a year ALICE training of staff and administrators as needed DERT Meetings 	<ul style="list-style-type: none"> Monthly Meetings Emergency Response resources for doors
Continue to address general maintenance of MECC's facilities	Principal, Director of Maintenance, Head Custodian, Custodians	2020-2022	<ul style="list-style-type: none"> Replace and repair lighting fixtures, foyer tiles and security cameras, as needed 	<ul style="list-style-type: none"> MECC Maintenance Budget

Middleborough Public Schools-2021-2022 Memorial Early Childhood Center School Improvement Plan

Maintain police presence at MECC with SROs and police officer visits	Principal, DERT Team, , SRO	2020-2022	<ul style="list-style-type: none"> • SRO/Police Officer visits MECC on a weekly basis 	<ul style="list-style-type: none"> • District Budget
Maintain functioning computer lab and Tablets	Principal, Technology Department, Computer Instructor, and Teachers	2020-2022	<ul style="list-style-type: none"> • Maintain software updates • Increase Chromebook carts • New computers are in place or old computers are updated • Additional Chromebooks are available such as carts 	<ul style="list-style-type: none"> • District Budget • Chromebooks and carts