

BUGY as a BEE

at the ELC



John Silber Early Learning Center
Chelsea, MA

School Improvement Plan
2016-2017

John Silber Early Learning Center

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School Site Council 2015-2016

Jacqueline Bever Maloney-Principal
Corine Haener-Special Education
Irosca Vasquez-Parent Liaison
Barbra Krol-Sinclair-ILP
April Callahan-Aunt
Krissy Moriarty-Parent
Yomayra Rivera-Parent
Iris Figueroa-Parent

Kim Overbaugh-Assistant Principal
Kristen Borges-Teacher
Carolyn Bean-PK Inclusion Coach
Anita Hernandez-Parent
Itza Rivas-Parent
Souad Dahnme-Parent
Mari Lopez-Parent
Angel Bautista-Parent

Margo DiBiasio-Assistant Principal
Joan Pioti-Teacher
Jennifer Baez-Teacher
Roza Yanes, Parent
Leticia Rosales-Parent
Irma Artica-Parent
Ana Iraheta-Parent
Sulma Ramos-Parent

School Administration

Jaqueline Bever Maloney, Principal
Margo DiBiasio, Assistant Principal
Kim Overbaugh, Assistant Principal
Corine Haener, Special Education Coordinator

School Improvement Planning and Instructional Leadership Team

Jacqueline Bever Maloney, Principal
Corine Haener, Special Education Coordinator
Mimi Spillane-Literacy Coach
Carolyn Bean, Inclusion Coach

Kim Overbaugh, Assistant Principal
Sara Almeida, Curriculum Coach
Alyson Sullivan, Inclusion Coach

Margo DiBiasio, Assistant Principal
Kristen Kent, Curriculum Coach
Alyson Sullivan, Inclusion Coach

Description of the Strategic Planning Process

This School Improvement Plan (SIP) and Accelerated Improvement Plan (AIP) was developed with the help of the school site council, teachers, and administrators. The team collected and reflected upon data related to student achievement and demographics, classroom processes and supports, and school management and resources. Additional data was collected through a Community Needs Assessment. Surveys were sent to teachers, students, and parents and the results were reviewed and analyzed. Schoolworks conducted its annual review and the information gathered helped to inform our decision making regarding areas of critical need and next steps for improvement. The team met several times, with support from DSAC to analyze the data collected, formulate goals for the upcoming year, create a thematic goal, theory of action, strategic objectives and benchmarks. Using the Logic Model template the team was able to articulate problem statements, propose solutions, identify goals resources, and articulate measures of change for student and teacher growth. Once completed the SIP and AIP was submitted to the Site Council for final review, recommendations, and approval. This plan supports district goals and complies with local, state, and federal mandates.

District Mission	
Chelsea Public Schools is a gateway school system that welcomes and educates ALL students and families.	
District Vision	
By June 30, 2021 Chelsea Public Schools will ensure diverse opportunities and pathways for ALL students to succeed in college, career, and life through our commitment to collaborative leadership, reflective practice, supportive classroom climate, purposeful and rigorous teaching and learning, and ongoing assessment to adjust our practice.	
District Thematic Goal	
<i>Design, implement, and monitor a comprehensive and coherent instructional system embedded in a safe and supportive learning environment across the school district.</i>	
District Theory of Action	
<i>In 2016-2017, if the Chelsea Public Schools educators strengthen Tier I instruction in each classroom through purposeful teaching that is: 1) student-centered; 2)teaching for understanding; 3)teaching for learner differences; 4)teaching from Standards to rigor and depth; 5) using assessment to inform instruction and 6) promoting the development of social-emotional skills then Chelsea Public Schools will have a comprehensive and coherent instructional system that will support student achievement and resiliency.</i>	
District Strategic Objective (to achieve Thematic Goal)	
<i>Strengthen Tier I Instruction</i>	
<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"> <i>Elements of Strong Instruction</i> <i>Student-Centered</i> <i>Teaching for Understanding</i> <i>Teaching for Learner Differences</i> <i>Teaching from Standards to Rigor & Depth</i> <i>Using Assessment to Inform Instruction</i> <i>Promoting the Development of Social-emotional Skills</i> </td> </tr> </table>	<i>Elements of Strong Instruction</i> <i>Student-Centered</i> <i>Teaching for Understanding</i> <i>Teaching for Learner Differences</i> <i>Teaching from Standards to Rigor & Depth</i> <i>Using Assessment to Inform Instruction</i> <i>Promoting the Development of Social-emotional Skills</i>
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District Strategic Initiative	
<ol style="list-style-type: none"> 1. Improve the rigor and daily effectiveness of standards-based lessons through the use of district identified instructional practices. 2. Create classroom climates and school environments that provide opportunities for students to grow in the areas of engagement, motivation, persistence and collaboration. 	

School Mission

All John Silber Early learning Center students will develop the fundamental academic and social skills to meet grade-level benchmarks. All students will be prepared to attain a proficiency level or above on state achievement standards and academic assessments in later grades.

The John Silber Early Learning Center:

- *Develops all students' early literacy and mathematics readiness skills
Assessment: Literacy Assessment (DIBELS), Kindergarten District and Pre-K TEAM Math Assessment and Teaching Strategies Gold; ACCESS/WIDA for ELLs*
- *Fosters student emotional development and social competence
Assessment: Teaching Strategies Gold*
- *Promotes parental involvement to establish a home/school partnership for future academic success
Assessment: Parental Needs Survey Results, Parental Participation Attendance Record*

School Vision

By spring of 2017, consistent communication, collaboration, and engagement will be embedded into our daily practices. The various school based PLTs will be effectively and efficiently working together to improve classroom TIER I Instruction and subsequent student achievement, through the successful application of the District Identified Practices with a specific focus in the next three years on the following identified practices:

Continue to implement Systematic Approach to Foundation Skill Instruction

Improve teacher understanding and implementation of:

Text and Task Complexity

Instructional and Social-Emotional Coaching

Thematic Goal

Design and implement a comprehensive and coherent plan to strengthen teachers' ability to implement Tier I Core Instruction focusing on Teaching for Learner Differences with an increased effort to address the needs of our ELLs through focused attention on improving teachers' capacity to effectively implement three of the six district identified practices:

Continue to implement a Systematic Approach to Foundational Skill Instruction;

Improve teacher understanding and implementation of: Text and Task Complexity & Instructional and Social Emotional Coaching

Theory of Action

Throughout 2016-2017, if the ELC staff continues to effectively implement a Systematic Approach to Foundational Skill Instruction through the use of ongoing assessment data and the effective implementation of the Journey's literacy program, ECRI and the Math Year Long Plan; develops a deeper understanding and implementation of appropriate Text and Task complexity ; more effectively address the diverse social emotional and academic needs of our divers learners through conducive classroom environment set-up, well established routines; and more conferring with students and by using the LASW protocol and other assessment data analysis to

inform our progress in these areas, then we will have strengthened teachers' ability to implement Tier I Core Instruction focusing on Teaching for Learner Differences, with an increased effort to address the needs of our ELLs.

Student Learning Goal Results 2015-2016

1. 68% of Kindergarten students scored in the strategic category or above on the Spring DIBELS Next NWF (our goal was 68%)

2/3. We did not administer the PPVT in Spring of 2016 to our Prekindergarten students for the following reasons: (1) The data was not useful for informing instruction as we already have a strong language based program in PK with the Opening the World of Learning program. It is important to note that all teachers used Teaching Strategies Gold to monitor growth and development of oral language. (2) We decided to begin implementing the TEAM math assessment in the PK program to inform our instruction and implementation on the new Building Blocks math program. The TEAM assessment is very time consuming, however it has proved very useful in informing instruction and teacher practices. We decided that replacing the PPVT with the TEAM assessment was a better use of our time and efforts.

Student Learning Goals 2016-2017

1. DIBELS Data: 75% of all Kindergarten students will score Proficient or In Progress on spring Nonsense Word Fluency subtest

2. Expressive and Receptive One Word Bi-Lingual Picture Vocabulary Test Data: 75% of ELL students will show a 7-15 point growth in standard score from fall to spring data.

3. TS GOLD Data: 100% of students will increase one level in TSG Literacy Objectives 16 a & b.

4. WIDA level Data: 100% of ELL students will move up a minimum of one WIDA level (in listening and speaking) from entrance score to January ACCESS testing (In order for this to be a reliable measure the IPT scores need to be correlated to WIDA levels--Sean indicated that he would work on this).

Strategic Objective (to achieve thematic Goal)

Strengthen Tier I Core Instruction

Teachers Plan Purposeful Lessons and Activities that Allow Students to:

- Understand what they are learning and why it is important
- Provide students the necessary prerequisite skills quickly and efficiently to ensure students can effortlessly call-up to memory and apply the basic knowledge and skills needed to tackle new and challenging texts and tasks
- Make connections between classroom learning and real work application
- Work together to answer questions and solve problems
- Use higher order thinking skills to generate and answer questions about their learning
- Access and have productive struggle with complex text and tasks

afterschool programming, targeted “in and out” of class supports

Strategic Initiatives

1. AIP work: Develop and implement an improved system for identifying and supporting the needs of ELL students in the area of English Language Acquisition and early literacy skills. *(see the ELC AIP for detailed description)*
2. Continue to improve the systematic approach to foundational skill instruction through the use of ongoing assessment data and the implementation of the Journeys Literacy Program and ECRI (Exemplary Center for Reading Instruction Approach).
3. Deepen the work in the various Professional Learning Teams by utilizing specific and proven strategies that anchor the work and improve the quality of PLC Collaboration around improving students learning outcomes for all students, deepening the understanding of and ensuring the appropriate implementation of *“text and task complexity”* in the early childhood classroom and further developing and improving instructional and social-emotional coaching.

	Benchmarks		
Strategic Objective	Teaching for Learner Differences		
Strategic Initiatives	<p>1. AIP work: Develop and implement an improved system for identifying and supporting the needs of ELL students in the area of English Language Acquisition and early literacy skills.</p>	<p>2. Continue to improve the systematic approach to foundational skill instruction through the use of ongoing assessment data and the implementation of the Journeys Literacy Program and ECRI Routines ((Exemplary Center for Reading Instruction Approach).</p>	<p>3. Deepen the work in the various Professional Learning Teams by utilizing specific and proven strategies that anchor the work and improve the quality of PLC Collaboration around improving students learning outcomes for all students, deepening the understanding of and ensuring the appropriate implementation of <i>“text and task complexity”</i> in the early childhood classroom and further developing and improving instructional and social-emotional coaching.</p>
SMART Goal	<p>By the end of the 2016-2017 school year the Language Acquisition Team will be formed and will meet monthly to address the following tasks: Monitor progress and placement of ELL students; Identify assessments for measuring student growth in English Language Acquisition; Adapt instruction and enhance curriculum for the afterschool intervention component; and Enhance curriculum for the ELL in-school intervention/pull-out program</p>	<p>By the end of 2016-2017 school year 100% of kindergarten teachers will continue to develop their skill at implementing the Journeys Literacy program</p> <p>By the end of 2016-17 100% of all Kindergarten teachers will be trained in the implementation of ECRI during whole and small groups.</p>	<p>By the end of the 2016-2017 school year, 100% of PLC members will increase their ability to engage students in “Text and Task Complexity”. Additionally, 100% of staff will begin to implement PBS strategies to improve social—emotional outcomes of all students. Growth will be measured through learning walks, observations and feedback, and student growth and achievement.</p>

	By the end of 2016-2017 The ELC will have develop and implement a more defined and cohesive system of using data to inform instruction for our ELL students		
Essential Questions			
Benchmark 1	<p>By October 2016, Data meetings will focus on lesson planning informed by data in language and literacy as evidenced by lesson plans for Read to Grow (workshop) time, data meeting observational notes and data meeting agendas.</p> <p>By November 2016 a comprehensive system of data collection and data analysis will be used to track and progress monitor ELL students growth earlier, and more frequently, to align supports to meet student needs as evidenced by the data collection workbook, flexible and fluid instructional groupings, intervention, Read to Grown (workshop) Time lessons plans and observational notes during data meeting.</p>	By the end November 2016, kindergarten teachers will have been provided follow-up PD and training dedicated to Journey's provided by the publishers.	By the end of the 2016-2017 school year, 100% of PLC members will continue to participate in two staff meetings (November and January) and a minimum of 3PLC meetings (December, February and March) to increase their ability to engage students in "Text and Task Complexity". ELC administrators will see evidence of strong collaboration around "task and text complexity" in early childhood as evidenced by Teacher Time agendas and Classroom observational notes.

1

4

5

6

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Problem Statements & Proposed Solutions	Strategies	Resources	Measures of Implementation (Outputs)	Measures of Change (Outcomes)		Goals (Desired Impact)
<i>What is our proposal for addressing the problem?</i>	<i>What are the specific means, methods, or approaches we will use to solve the problem(s) we identified?</i>	<i>What supports are available to the district or our schools to implement our strategies?</i>	<i>How will we know whether the strategies we described were implemented by the adults?</i>	<i>What intermediate and longer-term results do we expect to achieve as measured by changes in skills, knowledge, and behavior?</i>		<i>What are the sustained effects or consequences we expect to see over a multi-year period?</i>
				<i>Adults</i>	<i>Students</i>	

<p>The ELC will develop and implement an improved system for identifying and supporting the needs of ELL students in the area of English Language Acquisition and early literacy skills.</p>	<p>1. Use of a Language Acquisition Team (LAT) to complete the following tasks:</p> <ul style="list-style-type: none"> *Monitor progress and placement of ELL students. *Identify assessments for measuring student growth in English Language Acquisition *Adapt instruction and enhance curriculum for the afterschool intervention component *Enhance curriculum for the ELL in-school intervention/pull -out program <p>2. Use of Data to inform instruction::</p> <ul style="list-style-type: none"> • Data meetings will focus on lesson planning informed by data in language and literacy • System of data to track and progress monitor students growth earlier, and more frequently, to align supports to meet student needs 	<p>District ELL Coordinator and Literacy Coordinator</p> <p>PLT collaboration system</p> <p>Chelsea PLA focused on ELL offerings</p> <p>Utilize ILP Director to support parents of ELC students</p> <p>Use Journey's curriculum defined "big questions"</p> <p>Existing Language and Literacy Assessments (DIBELS, Expressive and Receptive One Word BiLingual Picture Vocabulary Test , TS GOLD)</p>	<p>DIBELS Data: 75% of students will score Proficient or In Progress on spring Nonsense Word Fluency subtest</p> <p>Expressive and Receptive One Word BiLingual Picture Vocabulary Test Data: 75% of ELL students will show a 7-15 point growth in standard score from fall to spring data.</p> <p>TS GOLD Data: 100% of students will increase one level in TSG Literacy Objectives 16 a & b.</p> <p>WIDA level Data: 100% of ELL students will move up a minimum of one WIDA level (in listening and speaking) from entrance score to January ACCESS testing (In order for this to be a reliable measure the IPT scores need to be correlated to WIDA levels--Sean indicated that he would work on this).</p> <p>Schedule and agendas from LAT meetings</p>	<p>Language Acquisition Team will meet monthly.</p> <p>Teachers provide tiered or differentiated instruction based on assessments, including student groupings</p> <p>Teachers progress monitor students on monthly basis through Dibles and TS Gold.</p> <p>Administration will conduct monthly observations using the Schoolworks Classroom Observation Tool to progress monitor teacher growth.</p>	<p>DIBELS Data: 75% of students will score Proficient or In Progress on spring Nonsense Word Fluency subtest</p> <p>Expressive and Receptive One Word BiLingual Picture Vocabulary Test Data: 75% of ELL students will show a 7-15 point growth in standard score from fall to spring data.</p> <p>TS GOLD Data: 100% of students will increase one level in TSG Literacy Objectives 16 a & b.</p> <p>WIDA level Data: 100% of ELL students will move up a minimum of one WIDA level (in listening and speaking) from entrance score to January ACCESS testing (In order for this to be a reliable measure the IPT scores need to be correlated to WIDA levels--Sean indicated that he would work on this)</p>	<p>ELL students will demonstrate accelerated or catch-up achievement in the areas of English Language Acquisition and early literacy skills.</p>
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			<p>Lesson plans from intervention block and after school program will demonstrate focused instruction, varied groupings and adjustments to organization of students based on data.</p> <p>School Works Classroom Observation Tool Data: Focus on indicators 5,6,7 and 11 with a target of 65% of teachers scoring 3 or 4 by January 2017 and 75% of teachers scoring 3 or 4 by June 2017.</p>			
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Planned Action	Frequency of Monitoring?			How will we progress monitor progress?	Who's responsible?
	Weekly	Monthly	Quarterly		
Establish a <i>Professional Learning Team</i> titled "Language Acquisition Team (LAT)" who will meet monthly to monitor the progress and placement of ELL students and discuss and problem solve issues around teaching and learning for ELLS (e.g., ELLs progress, Professional Development Needs for Staff around supporting ELLs, etc. The LAT will be focused on outcomes for ELLs and support for teachers in "best practice" instructional strategies.		*		LAT Team will be developed in September and monthly meetings will begin by Oct 1st. Monthly agendas and minutes will be collected and reviewed and will indicate alignment to the AIP and approved protocol for adult learning in PLT structures	LAT Team (made up of committed coaches, ELL staff, classroom teachers and ELC Administration)
ELL, Title 1 Reading, and classroom teachers will analyze assessment data (formative and summative) including DIBELS, Expressive and Receptive One Word BiLingual Picture Vocabulary Test , TS GOLD for measuring student growth in English Language Acquisition and Early Literacy Skills and plan for small group instruction accordingly.		*		Literacy and Language Data meetings will to be held monthly to track and progress monitor all students, including ELL students to both determine the effectiveness of current instructional practices and to identify potential gaps and needs in literacy instruction. Classroom observation notes from Administrator observations and/or SchoolWorks Learning Walks will be analyzed and used to determine the level of effective classroom instruction being utilized (based on PD).	Title 1 Reading,, ELL, Classroom Teachers and ELC Administration
Administration will conduct monthly learning walks/joint observations in all Kindergarten and Grade 1 classrooms, using the SchoolWorks Classroom Observation Tool.		*		Administration will establish a schedule to ensure that all classrooms are being observed monthly using the School Works Classroom Observation Tool. Administration will meet monthly to review learning walk data and lesson plans in the areas of purposeful teaching and in class assessments and adjustment. Administration will provide classroom teachers with specific feedback targeting Focused Teaching Purposeful Text and Task Complexity (specifically SchoolWorks Classroom Observation Tool indicators 5,6,7 and 11) during debrief meetings. Feedback be documented through Teach Point.	ELC Administration

<p>Provide Professional Development in-house or provide access to PD specific to best instructional practices for teaching and learning for ELLs</p>		<p>*</p>		<p>Teachers will receive a variety of monthly PD from District, ELC Staff, and other partners.</p> <p>Administration will encourage all teacher to attend relevant CPLA offerings.</p> <p>At least on PLT meeting per month will be designated to instructional practices for ELLs. Agenda will be collected and reviewed.</p>	<p>ELC Administration and Coaches</p>
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Appendices

Data

- School Achievement Analysis
- Demographic Background
- Attendance
- Teacher Qualifications
- Community Needs Assessment

Program and Support Services

- Tiered Model of Instruction
- Special education
- English Language Learners Program
- Title I
- After School
- Procedures for Homeless/Mobile/Migratory Students
- Transition Plans
- Accommodations for Diverse Learners (DCAP)

Student Safety

- Student Outreach
- Safe and Drug Free Schools
- Anti-Bullying Policy

Parent Involvement

- Parent Involvement Plan
- Home-School Compact
- Parent Involvement Plan

Professional Development

Chelsea Professional Learning Academy

School Achievement

End of year K Math Assessment DATA Results

	Identifies Shapes	Counts 1-10	Counts by 10's to 100	ID Numerals	Addition	Subtraction	Comparative Terms	Comparative Written Numerals	Positional Terms	Counts Objects	Writes Numerals
Proficient	82%	73%	89%	80%	83%	70%	87%	87%	58%	88%	63%
Making Progress	15%	14%	4%	14%	11%	20%	7%	8%	33%	8%	28%
Not Yet	3%	13%	7%	6%	6%	10%	6%	5%	9%	4%	9%

Selected Populations (2015-16)

	% of School	% of District	% of State
First Language Not English	73.8	79.6	19.0
English Language Learners	40.5	26.6	9.0
Economically Disadvantaged	53.4	49.5	27.4
Students with Disabilities	10.9	13.0	17.2
High Needs	75.7	71.8	43.5

<u>Mobility Rate</u>	
20.8	
<u>Attendance Summary</u>	
<u>2012-2013</u>	
93.2	
<u>2013-2014</u>	
93.1	
<u>2014-2015</u>	
93.1	
<u>2015-2016</u>	
94.0	
Teacher Highly Qualified License	
2012-2013	100%
2013-2014	100%
2014-2015	100%
2015-2016	100%
<p>It is our goal that 100% of the teachers meet Highly Qualified Status. Outreach to perspective employees is accomplished through career fairs, internet sites, local universities, and networking. In addition a partnership exists with Teach for America to review and hire qualified candidates.</p> <p>New teachers attend a three day orientation prior to the beginning of school year, and are assigned a building based mentor. The mentor and mentee meet routinely throughout the school year to discuss issues related to curriculum, instructional practices, classroom management, and organization. Teachers in their second year also have a mentor teacher and attend monthly meetings.</p> <p>All teachers working in the Chelsea Public Schools are offered numerous and extensive professional development and tuition reimbursement opportunities. Workshops are offered throughout the year after school and at the June Professional Development Seminar. In addition, all teaching staff and administrators participate in Professional Learning Communities.</p> <p>There are coaches and/or lead teachers assigned to every school. Coaches and lead teachers are available to assist teachers with curriculum, materials, instructional practice, data collection, and analysis.</p> <p>Teachers have the opportunity to observe in another teachers classroom. Peer Observations provides an opportunity to observe a lesson, instructional strategy, transitions, management, or any aspect of teachers' interest of need.</p>	

Community Needs Assessment

Teacher Survey Results Summary 2015-16

Disclaimer: *There were 46 respondents in total (22 K, 11 PK and 4 coach, 5 special education support staff, 3 ELL and/or Title 1 and 1 Specialist). If 4 or fewer people gave response/rating that was contradictory to the majority of other ratings, we are not including it in this summary (less than 10%). We certainly take those 4 staff members ratings seriously and will consider and reflect upon their views whether they be positive or constructive. However, for the purpose of informing us on how we are doing as a school overall and for identifying areas in need of improvement, it was most important for us to focus on where the overwhelming majority of staff rated our school.*

Highlights:

Curriculum and Instruction-

- 100% of teaching staff believe they have a solid understanding of the K/Pre-K Curriculum (52%SA and 48%A) and refer to the common core standards when planning (48%SA and 52%A).
- 100% of the teaching staff believes they monitor student progress regularly and use both formal and informal data to adjust practice and differentiate instruction with an overwhelming 76% and 74% stating they strongly agree with these statements.
- 93% of the teaching staff reports that they have approached coaches or support staff for help and assistance around curriculum and instruction (54% SA and 37%A) and 91% report they feel comfortable approaching those staff members for help (50%SA and 41%A).
- 93% of the teaching staff report they have adequate resources and support to differentiate instruction (43%SA and 50%A).

School Climate-

- 96% of staff believe the school has an agreed upon vision (46%SA and 50%A).
- 93% of ELC teaching staff believes the ELC provides a supportive environment that promotes professional development (43%SA and 50%A).
- 96% of teaching staff believe they are part of an established Professional Learning Community (76%SA and 20%A).
- 92% of teaching staff believe that teachers are encouraged to be school instructional leaders through a variety of venues (62%SA and 29%A).

- 91% of teaching staff believe that administration recognizes and acknowledges teacher success and/or effort toward improvement.

Professional Development-

- 91% of staff believes relevant professional development opportunities are provided (24%SA and 67%A) and that ELC PD has positively impacted their teaching (31%SA and 60%A).

Parent Involvement-

- 86% of staff reported that they communicate with parents in a variety of ways (35%SA and 51%A). 7% did not respond.
- 100% of staff report that they show respect for families' culture and language (59%SA and 41%A).

Areas of Improvement:

Curriculum and Instruction-

- 11% of staff would like to receive and discuss more data and summary of progress from other sources such as Title 1, ELL and special education support personnel.
- 18% of teaching staff believe that support staff could be more knowledgeable and/or approachable (18%D), although 82% assert support staff is knowledgeable and approachable (40%SA and 42%A). *-next year it may be helpful to break this question apart, as they are two separate issues.*

School Climate-

- 28% staff does not believe the policies for student discipline are clear (22%D and 6%SD).
- 11% of staff does not believe new teachers are adequately mentored, coached and supported (9%D and 2%SD), however 76% believe new staff are adequately supported and mentored (38%SA and 38%A) and the remaining 13% did not respond.
- 20% of the teaching staff does not believe the overall morale of staff is positive (16%D and 4%SD), however 80% of staff believes morale is overall positive (13%SA and 67%A).
- 20% staff believes that all levels of staff could work more collaboratively to address issues that arise and work together to create a positive and supportive school community. However 80% of staff believes that the staff does work collaboratively to solve problems and to create a positive school climate (24%SA and 56%A).

Professional Development-

- 15% of staff does not believe PD Days are beneficial to their practice (11%D and 4%SD), while 27% strongly agree that PD Days are beneficial to their practice and 58% agree.
- 14% of staff does not believe PLT time is beneficial to their practice (7%D and 6%SD), while 13% strongly agree that PLT Time is beneficial to their practice and 69% agree (4% did not respond).

Parent Involvement:

- 14% of staff does not believe they are provided an adequate amount of opportunity for families to participate in their child’s education (12%D and 2%SD). However, 54% agree that they do provide adequate opportunities and 19% strongly agree.

Comments:

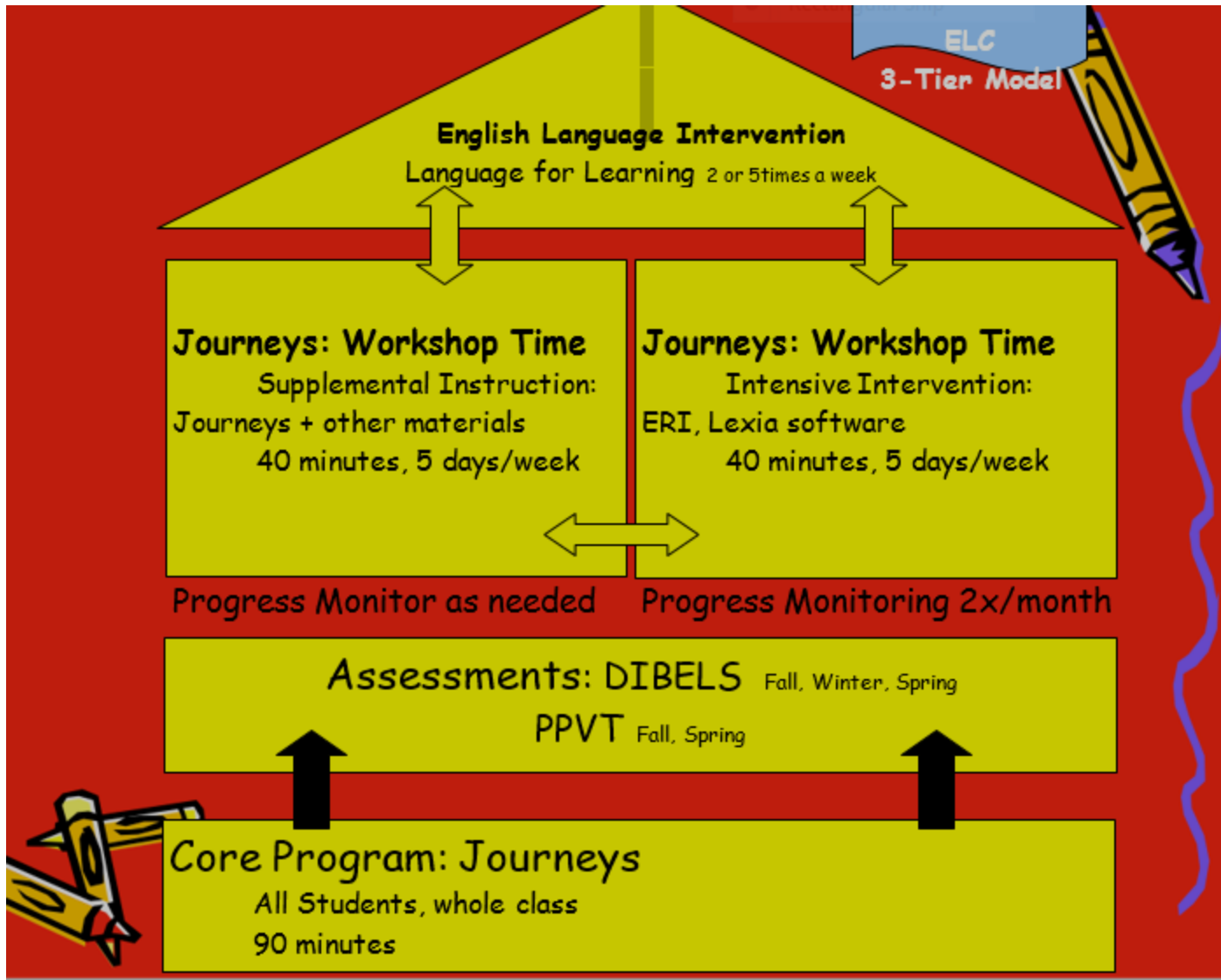
Common themes from the comments will be shared anecdotally with staff during last day of school. Comments will be shared and reflected upon with the ELC leadership team during several meetings. Action steps will be developed to address areas of concern and will incorporate many of the thoughtful suggestions shared by staff via the survey, as well as suggestions shared throughout the year in a variety of other settings.

Parent Survey Results # of Responses 361

	Agree	Disagree
1. My child is receiving a quality education.	99%	1%
2. I feel my child is safe at the Early Learning Center.	99%	1%
3. My child’s social and emotional needs are being met.	99%	1%
4. I am informed about the curriculum and what my child is learning.	99%	1%
5. School rules, procedures, and expectations are clear to me.	99%	1%

6. I have adequate communication with my child's teacher.	98%	2%
7. Staff at the Early Learning Center is helpful.	99%	1%
8. The Parent Liaison has been helpful to me.	99%	1%

Programs and Support Services



Special Education

The Early Learning Center provides a range of services for children receiving Special Education Services. As required by the Individuals with Disabilities Education Act (IDEA), all students are educated in the Least Restrictive Environment. Children who are not enrolled at the ELC and do not require a special education placement come into school to receive related services. Children enrolled at the ELC receive all special education services during their school day.

The Early Learning Center also hosts a Kindergarten integrated program in which students with disabilities are integrated into a general education classroom with their age appropriate peers. One Kindergarten class is maintained at lower enrollments (total of 15 students) to better serve students with disabilities who would benefit from such an environment. In this classroom the number of students with disabilities always represents a percentage less than their peer mentors. Each year, the disabilities of these students range from mild to moderate.

The Early Learning Centers also hosts four substantially separate Learning Center Classrooms (three Pre-Kindergarten and one Kindergarten) for students with moderate to severe disabilities. The Early Learning Centers also hosts six substantially separate Social Communications Classrooms (five Pre-Kindergarten and one Kindergarten) for children have been diagnosed with PDD/Autism or have similar educational needs. Each year, the number of identified students' whose disability affects their cognitive ability fluctuates. Students in placed into Learning Center and Social Communications classroom participate in inclusion opportunities with their typically developing peers based on the student's individual needs.

Students identified with a disability that are placed in the programming described above and those placed in general education classrooms receive services in accordance to their Individualized Education Programs. These services include:

- Physical Therapy: Students who are identified as having gross motor and school mobility and function disorders are provided physical therapy services by a licensed physical therapist. A licensed physical therapist conducts initial and re-evaluation physical therapy evaluations.
- Adaptive Physical Education: Students who are identified with significant delays in coordination and larger muscle group manipulation are provided adaptive physical education by a certified adaptive physical education teacher. A licensed adaptive physical therapy teacher conducts initial and re-evaluation adaptive physical education evaluations.
- Speech and Language Therapy: Students who are identified as having communication disabilities (expressive/receptive/articulation) are provided speech and language services by a licensed speech and language pathologist. A licensed speech and language pathologist conducts initial and re-evaluation speech and language evaluations.
- Occupational Therapy: Students who are identified as having delays in visual/fine motor, visual perceptual, and/or self help skills provided occupational therapy services by a licensed occupational therapist. A licensed occupational therapist conducts initial and re-evaluation occupational therapy evaluations.

- Vision: Students who are identified with vision impairment, legal blindness or deaf/blindness disabilities are provided vision services by a licensed vision teacher. A licensed vision teacher conducts initial and re-evaluation vision evaluations.
- Orientation and Mobility: Students who are identified with vision, legal blindness or deaf/blindness disabilities impairment and require orientation and mobility services to bring the individual back to the independent travel, one had before vision loss, or to provide the more experienced traveler with orientation to a new environment are provided orientation and mobility services by a licensed orientation and mobility specialist. A licensed orientation and mobility specialist conducts initial and re-evaluation orientation and mobility evaluations.
- Special Education Academic Supports– Students who are identified with disabilities that impact their academic learning are provided special education academic support by a licensed special education teacher. A licensed special education teacher conducts initial evaluations and re-evaluations.
- Counseling – Students who are identified with an emotional disability are provided counseling by a licensed social worker. A licensed social worker conducts initial social assessments.
- School Psychologist – A licensed school psychologist conducts initial and re-evaluation psychological evaluations.

Second Language Learners

As of September 2016, 88% of the ELC student population consists of students who have a primary home language other than English. A percentage of the 88% are identified through language dominance testing as English Language Learners (ELL's). Depending on their identified ELL level, many ELL students qualify for English Language Learner (ELL) support through direct services by certified English Language Learner Teachers. The others are monitored closely by ELL staff to ensure they are making effective progress in their classrooms. Identified ELL students entering at the K level are placed in general education classrooms and are given ELL support to varying degrees depending on their level. All classroom teachers have been provided with intensive training in ELL strategies through a variety of professional development and courses throughout the years such as, Category 1-4 training and more recently the DESE required RETELL course. . In addition, ELL students receive support services through a pull-out model during “Literacy Workshop Time” until January. The students were provided with intensive language instruction through the use of such oral language programs as “Language for Learners”, ELL Support guides/materials for Journey’s Reading Curriculum, and a pilot of the National Geographic series ” REACH“. ELL students also received literacy skill intervention during Workshop Time, through the use of Early Core Reading Instruction (ECRI) and LEXIA Reading computer programming that was provided by either the classroom teacher or Title 1 support. The balance of language and literacy instructional content is dependent upon and adjusted through the careful and strategic use of student literacy and language assessment and on-going programs monitoring data.

In order to strengthen instruction and better support the academic achievement of ELLs, the state Board of Elementary and Secondary adopted new regulations in June 2012. These new regulations require that all core academic teachers of ELLs earn a Sheltered English

Immersion (SEI) Teacher Endorsement by July 1, 2016. To meet the objectives of the kindergarten curriculum, the teachers will use the following strategies to ensure effective instruction for all ELL learners;

- provide opportunities for active listening, utilizing props, visuals and real objects.
- surround students with language: chants, songs and simple poems.
- pair or group students with more advanced learners.
- conduct shared reading and storytelling with ample visual support and incorporation of prior knowledge.
- use physical movement and language activities.
- encourage use of art, mime, music and other forms of creative expression to represent meaning and increase students' sense of aesthetics.
- allow students to show comprehension by pointing to appropriate responses. Example: 'point to the red square.'
- ask yes/no, either/or and listing type of questions.
- rephrase questions.
- use concrete language.
- have students label or manipulate pictures and/or real objects.
- expose students to a variety of experiences with understandable texts, such as, patterned or predictable books.
- focus on communication in meaningful texts where students express themselves in speech and print for a wide range of purposes and audiences.
- have students describe personal experiences and objects.
- use puppetry and flannel boards to aid retelling or role-playing.
- model, expand, restate and enrich student language.

Federal Grants (e.g., Title I, Title II, Title III)

Title I funds are used to support parent involvement activities, professional development of staff, consultants, and 2 reading/literacy teachers. The district's Title I, II and III grant funds staffing positions that provide direct services and intervention to 'at-risk' students at the John Silber Early Learning Center (ELC). Funds have been used to employ 2 highly qualified reading teachers, 2 reading tutors, 1 math tutor and 3 ELL tutors. The reading teachers and ELL tutors provide direct services to children through small group differentiated instruction. This small group intervention is provided to those students who demonstrate difficulty acquiring grade level reading and language skills and are identified as at risk through the ELC's literacy and language assessments. On-going progress monitoring in literacy and language assists in the flexible grouping of students by assisting teachers in evaluating both the progress or regression of identified students, as well as identifying students who were not originally identified but have remained stagnant or who have fallen behind in their literacy skills.

The district's Title II grant has also funded coaching positions at the John Silber Early Learning Center (ELC). The ELC currently has one Literacy Coach, two Early Childhood Curriculum Coaches and two Inclusion Coaches.

After School/Extended Day Programs

The Early Learning Center has an extended-day program for 60 of its pre-kindergarten students whose parents work or go to school during the hours of the day that require an extension of the school day. There are a total of three (3) pre-kindergarten classrooms that are available to students from 7:30 until 5:30 PM each school day. Students are eligible to attend the Summer Program during July and August. Parents are required to pay a fee for the program. The Early Learning Center also has a Kindergarten After School Program for 75 of its Kindergarten students which runs from 2:20-5:30 each day. Parents are required to pay a small fee for this program. In addition, the ELC provides afterschool programming 3 days a week from 2:35-3:50PM afterschool programming for Level 1 and 2 ELL Grade 1 students (mandatory) and beginning in January of each school year, for Level 1 and 2 ELL Kindergarten students (strongly recommended). The ELL afterschool programming is designed to work intensively on language skills that will improve their social and academic capacity in the general education classroom moving forward and is offered free of charge. The Early Learning Center also works with other agencies that provide after school care. Daily, students of the ELC who are enrolled in community programs such as CAPIC or the East Boston Social Center are escorted by ELC staff to the appropriate transportation. Information concerning these programs is provided to any parents who inquire.

Transitions

In the spring principals from the Complex attend a parent coffee hour at the ELC to meet with parents and answer questions about our respective schools. Students entering the Complex at the beginning of the school year from the Early Learning Center are invited to an ice cream social prior to the start of the school year. They are given a tour of the building, meet their new teacher, tour their classroom, and locate their seat and their cubby. Parents and children listen together to teachers as they share classroom expectations and school rules. Teachers then spend time with parents to assist in the filling out of school forms and to explain safety and other school policies. The time on this event results in a considerable decrease in the amount of anxious behavior on the first day of school. Social Workers for ELC and the Complex meet in the spring to share information that will assist in the transition from K-1

Accommodations for Diverse Learners (DCAP)

Purpose

General education is the door to learning through which all students are expected to enter; it is the goal of Chelsea Public Schools to make the general education environment the appropriate placement for all students. The plan encompasses efforts as follows:

- Analysis of diverse learning styles within the regular classroom;
- Accommodations to meet needs of the diverse learning styles within a regular education class;
- Provision of appropriate services and support within the regular education classroom;
- Services to address the needs of children whose behavior may interfere with learning;
- Encouragement of parental involvement in their children's education;
- Encouragement of teacher mentoring and collaboration;
- Assistance to regular education staff through professional development and collaboration.

Instructional Support Team (IST)

IST is a regular education initiative designed to allow teachers to receive support from professional peers when they have questions about a student's progress. Members of the IST include the Principal/Assistant Principal or designee, a regular education teacher, a special education teacher, guidance counselor, and other building personnel determined by the principal. Parents may be invited to join IST meetings to participate in the process.

Instructional Support and Intervention Process

1. Any teacher, counselor, administrator, or other staff member who recognizes difficulties a student is experiencing may initiate a referral to IST. The goal of this referral is to initiate a process to develop accommodations/interventions that will allow the student to be successful in the regular education setting. An "IST Referral Form" is completed by the referring professional and forwarded to the IST chair.
2. The IST is convened and the referred student's teacher is included in the meeting. Discussion focuses on the needs and lack of progress demonstrated by the student. The IST process is one of confidentiality and respect. The IST acts in a collaborative and supportive manner. Instructional strategies are offered through a brainstorming format. Because of the varied expertise of the IST members, instructional strategies often reflect alternative methods of instruction not yet explored by the classroom teacher. A written plan for instructional support and intervention, including a summary of the discussion of the meeting(s) is completed.
3. Within 4 to 6 weeks, the IST reconvenes to assess the student's progress. The classroom teacher keeps careful documentation of progress and presents the information. Thorough documentation is a critical component of this process.
4. After careful review of the documentation and teacher's reports of the student's progress, the IST determines if the student is demonstrating improved achievement.
 - ⌚ If improvement is demonstrated, the accommodations and strategies that have been implemented will continue as needed to sustain improvement.
 - ⌚ If improvement has not been demonstrated, the IST determines if a referral for additional assessments and/or interventions is recommended.

- ⌚ If improvement has not been made and a disability is suspected, a referral for a special education evaluation is initiated. If student is found “not eligible” the IST should reassess and intervene.

DCAP General Overview

Assistance to regular education classroom teachers, such as professional development that will help them to analyze and accommodate various students’ learning needs.

New Teacher Training	Grade Level and Department Meetings	Individual Student Success Plans	Math Training
Mentoring Program	Coffee with the Principal	Data Analysis Training	Differentiated Instruction training
Professional Development Plans	Professional Learning Communities	Curriculum Committees	Professional Development Activities
Instructional Support Teams (IST)	Common Planning/Co-teaching	Literacy Training	

Support Services available to students through regular education, including services to address the needs of students whose behavior may interfere with learning.

ELA and Math Coaches & Leads	Alternative Program (5-12)	School Adjustment Counselors	Technology Resources
Reading Specialists	Behavior Support Program (PK-4)	Individual and group Counseling	After School Programs
Reading and/or Math Workshop	School Psychologists	Guidance Counselors/ Career Counseling	REACH Program (7-10)

Encouragement of Parental Involvement in student’s education.

School Councils	School Tours	Newsletters	Special Education PAC
Open Houses	Parent Conferences	Class/Grade Level Events/Activities	

District Website	Parent Surveys	Monthly Calendars	
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Curriculum/Instruction/ Assessment Strategies (This list is representative of suggested strategies and is not inclusive of all strategies that may be successful with individual students)

Provide Multi-modal Presentations	Provide Individual Help in the Classroom	Offer Oral Testing	Provide Wait Time
Utilize Differentiated Instruction & Assignments	Arrange Small Group Instruction	Offer un-time testing	Provide Study Guides
Develop Alternative Assessments	Utilize Transition Cues	Develop Integrated curriculum Projects	Provide Strategies to Parents
Repeat or re-teach concepts with a different approach	Incorporate Incentives	Provide Visual Cues	Provide Manipulatives
Offer Peer Teaching/group Activities	Use Technology Assisted Instruction	Break Down Tasks into Manageable Steps	Provide home copies of reference tools/textbooks
Model Content Reading Strategies	Model Use of Graphic Organizers	Shorten Assignments	Provide ESL Supports

Behavioral Intervention Strategies

Individual and Small Group Counseling	Use Charts & Graphs to Monitor Expectations	Experiment with Use of Space	Consult with School Psychologists, Social Workers, Special Needs Staff
Arrange Seating Accommodations	Adjust Classroom Management Strategies	Remove Distractions	Include Positive Reinforcements/incentives
Develop Behavior Plans	Facilitate Parent Support/Communication	Provide Strategies to Parents	

Organizational Strategies

Provide Daily Agenda	Use flexible Grouping	Use Cooperative learning strategies	Provide strategies to Parents
Implement a frequent Progress reporting System	Use Team Teaching	Co-plan by grade level teams	

Student Safety

Student Outreach

Social Worker: A full time social worker is assigned to the school to assist students and families in crisis. The social worker's responsibilities include reaching out to parents, forming student friendship groups, counseling students in crisis, assisting teachers with behavior management issues, overseeing attendance, and facilitating Open Circle classrooms.

Nursing Staff: A full time nurse is assigned to the school and is on hand to manage medical emergencies and to dispense doctor and parent authorized medication to students.

Safe and Drug Free Schools Program

Open Circle: The program is designed to address social emotional development and establish a safe, caring, learning environment. Safe and Caring learning environments are fostered through community building activities, frameworks set to understand and address central needs of students and staff, and use of a common vocabulary and approach woven consistently through all areas of the school day.

Crisis Prevention Institute: All teachers are trained in CPI techniques which enable teachers to respond to a student who is engaging in violent and unsafe behaviors. Two members of the ELC staff are trained as trainers and will coach all staff in de-escalation techniques.

Student Discipline: The ELC has a discipline policy articulated within its parent handbook. This handbook is distributed annually and parents sign a sheet indicating that they have read and support the policy.

School Security: The Early Learning Center has a full time security guard stationed in the main lobby. Staff members wear ID tags at all time when in the building. All visitors to the building must sign in and wear a visitor's pass at all times.

Check First Personal Safety: A "Check First" personal safety lesson is taught to every kindergarten classroom in the fall of each school year. The lesson taught by the school guidance counselor and social worker and is loosely based on curriculum provided by "Kids and Company, Together for Safety." The purpose of the lesson is to provide children with information on keeping safe through the use of song, video, role play and discussion and to introduce some basic strategies that can be used by the children to help maintain

their own personal safety. The lesson is designed to teach children how to respond in various situations and encourages children to go home and talk about safety at home.

Parent Involvement Plan

The Early Learning Center in consultation with the teachers, building-based administrators, program administrators, and parents of participating children, have developed and agreed upon this parent involvement policy.

The Early Learning Center welcomes the participation of parents in support of student learning and recognizes that parental involvement increases the opportunities for student success. It is the policy of the Early Learning Center to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's schools. The Early Learning Center strives to provide such information in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language that parents can understand. To the extent practicable, the Early Learning Center also provides full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand. Communications with parents shall, at all times, respect the privacy of students and their families.

The following policies are intended to specifically address parts A-F of section 1118 (a) of the No Child Left Behind Act of 2001:

- (A) It is the policy of the ELC to consult parents, teachers, principals, and program administrators of federally funded programs in the development and revision of the district's consolidated application for federal funds under section 1112 and in the process of school review and improvement under section 1116 of the No Child Left Behind Act of 2001. The process of school review includes timely publication and dissemination of the results of its annual progress report to parents, teachers, principals, and the school community. It is the intent of the ELC School that parents of participating children understand the process by which schools are identified for improvement, corrective action, or restructuring, and that parents of children attending such schools are provided promptly with the following information:

1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the local educational agency (Chelsea Public Schools) and the State educational agency (Massachusetts Department of Elementary and Secondary Education) involved;
2. The reasons for the identification;
3. An explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement;
4. An explanation of the parents' option to transfer their child to another public school, including the provision of transportation to the new school, and information on the academic achievement of the school or schools to which the child may transfer.

Not applicable

5. If the school is in its second year of improvement or subject to corrective action or restructuring, a notice explaining how parents can obtain supplemental education services for their child, including:
 - (a) The identity of approved providers of those services available within the Chelsea Public Schools;
 - (b) A brief description of the services, qualification, and demonstrated effectiveness of the providers; and,
 - (c) If requested, assistance in choosing a provider.

Not applicable

Chelsea Public Schools also publishes and disseminates to parents and to the public, information regarding any actions taken by the ELC School or the Chelsea Public Schools to address the problems that led to the identification of a school for improvement, corrective action, or restructuring, including:

- (1) an explanation of what the school and district is doing to address the problem of low achievement; and

Not applicable

- (2) a description of corrective actions or restructuring plans.

Not applicable

In order to address section 200.61 Parents' Right to Know of the Final Regulations of the No Child Left Behind Act, it is the policy of the ELC School to notify parents of participating children each school year that parents may request and the district will provide

information on the professional qualifications of the student's classroom teachers and whether the child is provided services by paraprofessionals and, if so, their qualifications.

- Example: A School Report Card is sent home indicating the percentage of teachers that are highly qualified in the John Silber Early Childhood Center along with a letter from the Superintendent notifying parents of their right to request information regarding qualifications of their child's teacher. Information regarding professional qualifications of the students' teacher will be sent in written form, within a week of the parent's request.

(B) It is the policy of the Chelsea Public Schools to partner with federally-funded Parent Information Resource Centers (PIRCs) and other expert service providers to provide technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.

(C) Chelsea Public Schools in order to build the capacity of schools and parents for strong parental performance, partners with local PIRCs and other expert providers to:

(1) provide assistance to parents of children served by the ELC School or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

- Example: The Early Learning Center welcomes and actively solicits parents to attend individual student/parent orientations, Open House/Curriculum Night, Kindergarten Orientation and informational Meeting for children transitioning from community preschool programs to public school Kindergarten, Transition and Informational Meeting for Kindergarten Students and their families moving on to Grade 1, Parent Workshop Series, Winter and Spring Parent/Teacher Conferences, and Educational Family Nights. Information is disseminated to parents through the School Site Council.

(2) provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

- Example: The Early Learning Center supports and promotes parental involvement activities such as, Family Curriculum and Game nights, Parent Classroom Volunteers, encourage parents to attend special events during the Week of the Young Child, Raising a Reader Program and yearly Parent Workshop Series on a variety of topics. Each of these programs provides parents with the resources necessary to better help their child's academic development. The ELC has a full time Parent Liaison who actively reaches out to parents and guardians to involve them in our school community and their child's education.

(3) educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

- Example: The ELC works closely with the Intergenerational Literacy Project. The ELC promotes and encourages parents to serve on the School Site Council. We actively promote participation in the ELC parent volunteer programming and encourage parents to attend the Parent Workshop Series.

(4) ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

- Example: Schedules and information regarding school events and parent workshops are distributed to families in a timely manner and information is included on the school website. In addition, calendars highlighting school events are sent home monthly. Individual flyers for parent workshops and parent-teacher conferences are sent home in both English and Spanish.

(5) provide such other reasonable support for parental involvement activities under this section as parents may request.

- Example: Translators are hired for many parent events and meetings (parent-teacher conferences, workshops, TEAM meetings, etc). When available, childcare is provided during parent educational workshops.

(6) may train parents to enhance the involvement of other parents;

- Example: Parents who have been trained as Guest Readers through the Raising a Reader program often participate in the program to train new ELC parents.

(7) may adopt and implement model approaches to improving parental involvement; and

(8) may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

- Example: The School partners with organizations such as; the Chelsea Community Schools, East Boston Neighborhood Health Center, Chelsea-MGH, Kiwanis, HarborCove, and other community organizations to increase parental involvement and educational activities in the city.

(D) The ELC School to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federally-funded educational programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- Example: The ELC has a full time Parent Liaison who establishes opportunity for parents to volunteer around the school and in their child's classrooms. She gathers information around special programs and opportunities for families and shares this information with parents. She sets up schedules and solicits presenters to lead the Parent Workshop Series.

(E) To ensure the effectiveness of this parent involvement policy, The ELC School conducts, with the involvement of parents, an annual evaluation of its parent involvement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in activities authorized under the parent involvement section on the No Child Left Behind Act of 2001. This evaluation will focus particular attention on parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The ELC uses the findings of this evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described herein.

Explain how your school will evaluate its parent involvement policy (needs assessment). Explain how the findings will be used to revise/develop new strategies for more effective parent involvement.

- Example: every year a parent survey is sent to all parents/guardians. This information is analyzed and used to inform school improvements around family involvement and engagement. Also, after workshops and other parent involvement activities, parents complete additional specific questionnaires to evaluate the effectiveness of parental involvement activities. The School site council also makes recommendations for school improvement plans based on the results of the surveys. The School Parent Involvement Action Committee also analyzes and creates a parent involvement action plan.

(F) It is the policy of the Chelsea Public Schools to involve parents in the activities served under this part by monitoring local schools to assure that participating schools:

- (1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;
- (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

- (3) carry out capacity-building activities for parents listed in (C) above;
- (4) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
- (5) provide parents of participating children —
 - (A) timely information about programs under this part;
 - (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and
 - (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
- (6) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency. Provide an explanation of how your school will meet with requirements listed in part F.

- Example: An Annual Meeting will be conducted as part of the Fall Open House/Curriculum Night to inform parents of Title I programming and participation. Flyers regarding the John Silber Early Learning Center's Title I School-wide Program are available at this meeting for parents to take home. The Early Learning Center's School Site Council reviews and makes recommendations for the school improvement plans. The curriculum is presented by teachers at Fall Open House/Curriculum Night and discussed during the year at the bi-annual parent-teacher conferences. Parents are also encouraged to set up meetings when necessary with administrators and teachers. The school actively promotes and encourages participation in the School Site Council, Open House/Curriculum Night, Parent/Teacher Conferences, Parent Workshop Series, Week of the Child activities/events and Family Nights.

As a component of the school-level parental involvement policy, each school served under this part jointly develops a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. These compacts —

- (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the State's student academic achievement standards, and

the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

➤ See attached sample school-parent compact

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

Explain how and when the school-parent compact will be discussed.

➤ Example: During the first week of school the teacher schedules individual meetings with the parent and student at which time the School/Home Compact is discussed as well as other important information such as schedules, curriculum content and school safety procedures.

(B) frequent reports to parents on their children's progress; and

➤ Example: The John Silber Early Learning Center sends home reports on student progress throughout the school year. Early Learning Center Progress Reports are shared and distributed in February and June at individual parent/teacher meetings. Teachers communicate regularly with parents about student progress, success and needs throughout the school year via notes home, phone calls, email and school/home communication logs for individual children as needed.

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

➤ Example: Parents are encouraged and invited to participate in our Parent Volunteer Program, Raising a Reader Program, Intergenerational Literacy Project, and during Parent Observation weeks in November and April (National Education Week and the Week of the Young Child). Parents are invited to Open House/Curriculum Night and Kindergarten Orientation. Teachers correspond with parents via the telephone, email, or in person at arrival or dismissal times. Appointments are made on an as needed basis.

For schools identified for improvement, corrective action, or restructuring, the ELC School ensures that:

(1) Parents are consulted in the development or revision of the required two-year school improvement plan;
See section A 5:

(2) The plan includes a description of how the school will provide written notice about the identification to parents of each student enrolled in the school; and

See section A 4

(3) The plan includes strategies to promote effective parental involvement at the school.

See section C

JOHN SILBER EARLY LEARNING CENTER
SHURTLEFF SCHOOL
SCHOOL/HOME INVOLVEMENT COMPACT

Dear Parent,

Please sign this School/Home Involvement Compact and return it to your child's teacher.

TEACHER: I understand the importance of the school experience to every student and my role as a teacher and role model. Therefore, I agree to carry out the following responsibilities to the best of my abilities

1. Teach necessary concepts to your child.
2. Be aware of the needs of your child.
3. Regularly communicate with you on your child's progress.
4. Encourage good behavior by setting clear, concise and positive rules.
5. Support social development by establishing settings that foster cooperation.

Teacher's Signature: _____

STUDENT: I know that school is important to me. Therefore, I agree to do the following:

1. Listen to the teacher and other adults who are responsible for my education.
2. Be responsible for my own behavior by following classroom and school rules.
3. Take all notices home to my parent/caregiver.

Student's Signature: _____

PARENT/CAREGIVER: I will show my child that school is important. Therefore, I agree to do the following:

1. Make sure my child gets enough sleep each night, gets to school on time and attends school every day.
2. Every day, talk to my child about his/her school activities and check his/her backpack.
3. Read to my child everyday.
4. Attend open house and parent conferences.
5. I will be supportive of the school rules by encouraging my child to be responsible for his/her own behavior and reminding him/her that there are rules to follow while in school.

Parent/Caregiver's Signature: _____

Parent Involvement Activities Calendar (2016-2017)

September 2015

Classroom Orientation Meetings
Parent Coffee Hour
Parenting Series: Homework and Communication

October 2015

Pre-K/K Screening
Curriculum Night
Parent Volunteer Kick-Off Party
Parent Volunteer Program (ongoing)
Book Fair
Raising a Reader: Parent Groups
Parents Workshop: Nutrition
School Site Council Meeting (monthly through May)
Family Night: Collaboration with Cooking Matters
Health Initiative: Parent Walks, Supermarket Tours (ongoing)

November 2015

Parenting Series: Behavior
Parent Observation Day
American Education Week
Family Night: Literacy
Raising a Reader: Parents Groups

December 2015

Raising a Reader: Parents Groups
Holiday Drives: Shoe Box, Support the Troops
Family Night: Different Festivities

January 2016

Anti-bullying Project
Parent Workshop
Family Night: Fitness

February 2016

Parent Coffee Hour
Parent-Teacher Conferences
Book Fair
Family Night: Friendship

March 2016

Kindergarten Orientation
Transition to First Grade
Parenting Series: Language
Raising a Reader: Parent Groups
Family Night: TBD

April 2016

Parent Observation Week (Week of the Young Child)
Autism Awareness Celebration
Raising a Reader: Parent Groups

May 2016

Parent Coffee Hour
Family Night: TBD

June 2016

Teacher Appreciation Lunch
Parent Teacher Conferences
Book Fair

Professional Development

In addition to the Professional Development that is conducted at the school level during PLT and Faculty Meetings, the district offers extensive Professional Development for faculty and Staff.

Chelsea Professional Learning Academy

Courses are offered at three levels each month:

101 level courses-Induction Series

201 level courses- Intermediate Series

301 Level Courses-Advanced Series

Month	Level	Title	Description
September	201	Classroom Management	Teachers will learn about effective classroom management strategies based on the Pyramid Approach Model for early childhood. This includes setting the classroom up for success, use of group and individual behavior charts and parent support.
	301	Positive Classroom Climate (CLASS)	Teachers will learn about the CLASS observation tool and how to use it to enhance classroom climate and student outcomes.
October	101	Building a Strong Home-School Connection	Teachers will talk about the importance of having strong relationships with families and learn strategies to continue supporting the home school connection.
	201	How to Increase Family Involvement	Teachers will engage in conversations and share strategies to increase family involvement at the Early Childhood level.
	301	Effective Parent Communication Strategies	Teachers will learn about family culture and how it affects the home school connection.
November	101	Social Emotional Learning and Approaches to Play Learning Standards	Teachers will be introduced to the Preschool and Kindergarten SEL/APL Standards. Teachers will unpack the Examples of Evidence for the 20 standards.
	301	Pyramid Model Approach to Social/Emotional Development	Teachers will learn about the Pyramid Approach to supporting social development for children age 3-6. Participants will learn about teaching social skills, embedding social and emotional skills into the school day, and teaching students to be reflective about their emotions.
	101	Using Formative Assessment	Teachers will learn about using powerful interactions when observing children. They will learn strategies to prepare for observations and how

December	101	Using Formative Assessment	to write documentation notes that are meaningful and inform instruction.
	201	Instructional Shifts Based Upon Data	Teachers will learn to use data to guide whole group and flexible group instruction.
	301	Differentiated Instruction	Teachers will learn to use student work and formative data in order to adapt daily lesson plans to meet the needs of all learners.
January	101	DIBELS Analysis to Drive Instruction	Teachers will learn how to analyze DIBELS data and determine student strengths and weaknesses.
	301	Strategic Small Group Instruction	Teachers will learn to use formative assessment data to create small learning teams in order to challenge all learners.
February	101	Writing Workshop	Teachers will learn about the writing curriculum at the Early Learning Center and how to use writing samples from student writing booklets as formative assessments.
	201	Using LASW Protocol	Using student work, educators will use the protocol and learn to calibrate on exemplar student work.
	301	Integrating Writing Throughout The Day	Teachers will share ideas on how to incorporate student writing into daily routines.
March	101	Unpacking the MA Science Standards	Teachers will learn about the NGSS/MA Science Standards. They will use the unpacking standards protocol to create "I Can" statements.
	301	Using Math Developmental Learning Trajectories to Plan for Instruction	Teachers will learn about using research based developmental math trajectories to identify student's abilities and plan for instruction that moves student's learning forward.
April	101	Stages of Language Acquisition	Teachers will learn about the stages of language acquisition and build their knowledge on application in their classroom with all learners.
	201	Supporting ELLs in the Classroom	Teachers will learn to sustain using RETELL strategies into their daily instruction.
	301	Supporting Interactions with ELLs	Educators will learn how to engage all students in oral discussions and conversations in their daily classroom routine.
May	101	Implementing Accommodations and Modifications in a Special Education Classroom	Participants will learn about different parts of Individualized Education Programs and their responsibilities as a general education teacher. The focus will be on accommodating students so that they can access the curriculum and show what they are learning.
	301	Working with Resistance: Strategies for Addressing Challenging Behaviors	Participants in this workshop will have a deep discussion about identifying the purpose of behaviors, practical strategies for dealing with challenging behaviors, and supporting students while using

			behavior modification plans.
June	101	Reflection: Year In Review	Teachers will celebrate the wins of the school year.

Consolidation of Programs

All state, local, and federal programs are consolidated to meet the needs of all of the students attending the ELC. Funding from these resources support professional development, parent involvement, reduced class size, free and reduced lunch, purchasing of materials, after school classes, and summer school programming.

