



Moody PreSchool

2022-2025

SCHOOL IMPROVEMENT PLAN

**updated 2023-2024 school year*

Kristi-Lynn Kurczy

Principal

SCHOOL SITE COUNSEL MEMBERS

Moody PreSchool

School Improvement Council YEAR 2023-2024

CHAIRPERSON:

Kristi-Lynn Kurczy

CO-CHAIR(s)

Danielle Yaracz (parent)

Stephanie McSheehy (parent)

RECORDING SECRETARY:

Rachel Souza (parent)

TEACHERS:

Kim Gilmore, Preschool Teacher

Jan Scanlan, Preschool Teacher

Berna Roy, Preschool Teacher

TABLE OF CONTENTS

Moody Preschool	Page 4
Theory of Action	Page 4, 5
School Improvement Plan	Page 6, 7
School Highlights	Page 8, 9, 10
Improvement Goals	Page 11, 12, 13

MOODY PRESCHOOL

The Moody School hosts an integrated public preschool for students ages 3, 4, and 5 and a substantially separate Kindergarten for students who reside in Haverhill, MA. Teams of highly qualified teachers, assistants and therapists provide motivating, developmentally appropriate learning experiences for all students. The curriculum is based on the Massachusetts Curriculum Frameworks, both challenging and supporting learners in their growth. Moody School is located at two sites and currently serves 350+ students. Preschool students attend school four days a week in either a ½ day program or a full day program. Kindergarten students attend school five full days per week. 20 classroom teachers, 45 educational support personnel, 7 speech and language pathologists, 2 BCBAs, 4 RBTs, 1 teacher of the deaf and hard of hearing, 1 teacher of the visually impaired, 3 specialist teachers (art, music, PE), 3 occupational therapists, 2 physical therapists, and 3 education team facilitators support students in accessing the academic environment. Moody School has an average student to staff ratio of 5:1, with as low as a 2:1 ratio in some classes in order to support student needs.

THEORY OF ACTION

SCHOOL VISION
Guided by a belief in creating a caring, supportive, inclusive multicultural environment, the Moody School staff will provide students with a broad range of educational opportunities to promote an early start for school success. We will strive to develop skills and provide opportunities which will enrich each child’s social, emotional, physical, cognitive, intellectual and creative abilities.
SCHOOL MISSION STATEMENT
Our mission at Moody School is to provide a quality, structured, educational program that meets the high standards of the EEC and DESE, while providing a safe, nurturing environment in which all children can learn. We believe that every child is a unique individual. We are dedicated to helping all children develop the skills and habits to become successful, lifelong learners while encouraging them to reach their full potential. The educational process is the shared responsibility of all members of the school community and we are committed to maintaining a respectful environment for our diverse population and their families.
OVERARCHING OR THEMATIC GOAL
Developing and implementing a high functioning collaborative Professional Learning Community directly impacts the learning of students. All teachers and staff have a vested interest in the growth of each student through the collaboration and support that teachers are offering each other.

Learning experiences are strengthened through professional conversations that provide the foundation for instructional change, thereby giving all students accessible points of entry for pre-academic, academic, and behavioral/social/emotional learning objectives.

THEORY OF ACTION

If the Moody School strengthens our professional learning community all students will have access to more rigorous and multi-tiered instruction, social emotional support, behavioral support, and interventions then additional/all students will have access to age appropriate curriculum in reading, writing, math, and in social emotional learning experiences which will raise student achievement.

STRATEGIC OBJECTIVES

- Implement and expand the use of Letterland (PreK-2 phonics program) for all students
- Implement and expand the use of Three Cheers for PreK for our preschool students
- Update and expand the integration of social emotional supports across all classrooms
- Enhance the PLC through consistent biweekly meetings grade level team meetings, biweekly instructional leadership team meetings, and bi weekly child support team meetings
- Improve Inclusion Program through the strengthened PLC by providing access points for students in substantially separate programs to begin to fully integrate into integrated classrooms

SCHOOL IMPROVEMENT PLAN

A. Class Size Ratios (student:teacher) -

- Preschool 3 year old classes - 5:1 (15 students with 3 staff)
- Preschool 4 year old classes - 7.5:1 (15 students with 2 staff)
- Substantially Separate classes - 3:1 (9 students with 3 staff)

B. Professional development for the school's staff including focus area of working with culturally and linguistically diverse students

- Monthly curriculum meetings
- Monthly building meetings
- Monthly crisis team meetings
- District-wide professional development plan
- Biweekly Grade Level Team meetings
- Biweekly Child Study and Support Team meetings
- Biweekly Instructional Leadership Team meetings

C. Enhancement of parental/stakeholder involvement/engagement

- Monthly PTO meetings
- Monthly Site Council meetings
- Monthly communication from teachers
- 2x year - parent/teacher conferences
- 3x year - report card/progress update
- 2x year - open house evening events for families

D. School safety, discipline, attendance

- 26% absenteeism
- ALICE implemented with training and two full school drills
- Quarterly fire drills

E. Establishment of a school environment that is characterized by tolerance and respect for all groups

- All students are welcome and accepted
- Staff are updated regularly on policy changes
- Staff meetings with a focus on the language we use around students

- i. first meeting in the fall - focus on every student's learning belonging to everyone at Moody Preschool
- ii. second meeting in the winter - focus on how we talk about students to each other matters
- iii. monthly informal check-ins on teacher and student mental health

F. Meeting the diverse learning needs of all students

- Opportunities for inclusion are provided for all students
- IEPs are updated regularly to ensure the implementation of appropriate supports
- PLCs are utilized to discuss student needs and supports
- Child Study and Support Team meetings to support all students in accessing the educational environment

SCHOOL HIGHLIGHTS - Highlights and/or Challenges for School Year 2023-2024.

1. Instruction by highly qualified professional staff
 - a. All staff at the Moody Preschool are certified to teach their respective classes.
 - b. Observations are done regularly to ensure the professional development of staff.
 - c. Monthly curriculum meetings to support staff learning and growth.
 - d. CLASS observations piloted with the current CPPI grant funded preschool classroom
2. Professional development for teachers, support staff, and paraprofessionals
 - a. Professional development crafted for paraprofessionals to support more coherent/aligned special education practices
 - b. Monthly curriculum meetings to collaborate around instruction and practices
 - c. Observations and coaching sessions on a regular basis
 - d. CPPI classroom staff across the city receive professional development from the itinerant team (OT, PT, SLP)
3. Implement strategies to attract high-quality and qualified teachers to high-needs schools.
 - a. It is our goal that 100% of the teachers are appropriately certified. Outreach to prospective employees is conducted through the District HR Department and is accomplished through on-line advertising and inter-agency networking. In addition, a partnership exists between HPS and a number of institutes of higher education to support practicums/fellowships (ex: Merrimack fellows) as a possible pipeline for teachers. Once hired, all new teachers are provided with a mentor and participate in a HPS induction and mentoring program. Teachers in the HPS are offered numerous high quality professional development experiences to support continuous professional growth.
4. Strategies to increase parental involvement in student achievement
 - a. Teachers reach out to parents at least once per month around student progress
 - b. Two parent/teacher conferences are held each year in the evening
 - c. Open House at the beginning of the year welcomes new parents and students
 - d. Two evening family socials are held each year for parents and families
5. In order to support students transitioning from Preschool to Kindergarten, Haverhill Public Schools does the following:
 - a. Kindergarten information nights
 - b. Notices and flyers are distributed to parents, and community pre-school providers
 - c. School visits and tours
 - d. SEPAC session specific to Kindergarten readiness skills
 - e. Preschool Resource Fair
 - f. Collaboration with city-wide partners through the Early Learning Team and CPPI Grant

6. Steps to include teachers in decisions regarding the use of assessments (all meetings may include assessment/data discussions)
 - a. Bi-weekly grade level team meetings
 - b. Monthly building meetings
 - c. Monthly curriculum meetings
 - d. Student-specific pre-referral, evaluation, IEP and/or 504 meetings
 - e. Instruction Leadership Team monthly meetings
 - f. Child Study and Support Team monthly meetings

7. Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance
 - a. Data is taken daily and weekly by teachers
 - b. Parents are encouraged to be active participants in student learning
 - c. Education Team Facilitators (ETFs) meet with Early Intervention (EI) to support students coming from EI and into the preschool setting to ensure all supports are in place
 - d. ETFs provide documentation to parents in a timely manner for evaluations and meetings
 - e. Providing an full continuum of services for students to support the individual needs of every child
 - f. Title 1 funds support a Merrimack Fellow at the Moody Preschool who provides supplemental services and is an additional support to students in integrated and substantially separate classes to increase their behavior, social emotional, and pre-academic skills

8. Coordinate and integrate federal, state, and local programs and services
 - a. Daily coordination with special education (and IDEA grant-funded services)
 - b. Regular and consistent communication and coordination with Early Intervention
 - c. Communicate and coordinate with other local programs and services (Moody shares students across multiple programs when students attend those programs outside of the Moody schedule)
 - d. Communicate and coordinate regularly with each student's single service providers
 - e. Communicate and coordinate with HPS/District leadership and Title I office for effective budgetary and staffing services, and TI program evaluation
 - f. Coordinate and align services for children while they are with us and when they transition to elementary school. Moody Preschool serves all HPS students who then matriculate to each HPS elementary school's Kindergarten (see process in #5, above).
 - g. Haverhill was awarded the CPPI grant in order to expand access. This provides opportunities to collaborative with city-wide programs in order to support student access.

9. Technology - all teachers have access to the following:
 - a. Laptop computer - for IEP writing, lesson planning, ect
 - b. iPad or iPad mini - for student use as well as data collection
 - c. Classroom smartboard - for use with the district-wide PreK-2 phonics program Letterland as well as movement breaks, visual schedules, etc.

10. Capital Improvements

- a. Additional location opened at the Crowell School
- b. New playground install at Moody Elementary School that is developmentally appropriate for students
- c. New playground materials installed at the Crowell School for the Moody Extension program
- d. New furniture for classrooms at both sites to align program supports
- e. Smartboards for all classrooms

11. Curriculum

- a. Implementation of PreK-2 Letterland phonics program
- b. Implementation of Three Cheers for PreK curriculum for preschool
- c. Monthly curriculum meetings are leveraged to ensure that instruction is aligned to state standards
- d. Reviewing report card to align to standards
- e. Implementation of ACE program for substantially separate programs
- f. Implementation of Learning without Tears program to support student letter writing and identification
- g. Piloted the use of the CLASS observation process for the CPPI grant classroom

12. Attendance

- a. Attendance is taken daily
- b. Families are called when a child is absent in order to reinforce the importance of attendance at preschool

SMART IMPROVEMENT GOALS

- Implementation of ACE program for substantially separate programs
- Implementation of Learning without Tears program to support student letter writing and identification

STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	TARGET BENCHMARKS	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
<p>1. Teachers will use Learning Without Tears with fidelity in order to increase student exposure to and learning of phonics.</p> <p>2. Teacher in the substantially separate programs will use the ACE programming with fidelity in order to increase student skills to access the educational environment.</p>	Teachers	<p>1. Teachers will collect data on a monthly basis.</p> <p>2. Teachers will collect data on a weekly basis.</p>	<p>1. By the end of the year: -5 yo students will be Kindergarten ready. -3 and 4 yo students will make progress as measured by their IEPs or personal learning plans.</p> <p>2. 4x a year, data will be reviewed and programs adjusted in order to ensure students are making progress.</p>	<p>Progress will be shared three times a year with the report card.</p> <p>1. Progress will be measured 2x a year through an online platform developed by the team.</p> <p>2. Progress will be measured at least 4x a year and programs adjusted as needed.</p>	<p>Each month a meeting (curriculum, building, or Friday PLC meeting) will focus on how best to continue implementing Letterland and notes will reflect these conversations. Improved practices will be observed in follow-up, regular walk-throughs and formal observations.</p>

- Update and expand the integration of social emotional supports across all classrooms

STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	TARGET BENCHMARKS	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
Teachers will embed direct instruction on emotions and coping strategies into classroom curriculum.	Teachers, Director	Students engage in less disruptive behavior and increase on-task behavior. Data will be reviewed with the behavior specialist on a monthly basis. The goal will	By the end of the year, teachers will be able to name, identify and implement more effectively, the social	Bi-weekly check-ins with staff to: collaborate around behavioral needs, identify potential triggers	Each month a meeting (curriculum, building, or Friday PLC meeting) will focus on social emotional learning and notes will reflect these conversations.

		be a 10% decrease in disruptive behavioral incidents across all classrooms.	emotional supports they are utilizing.	and interventions, adjust individual student goals as needed	Teachers will initially call on the behavior specialist and/or director for behavioral support.; begin to implement practices individually as observed in walk-throughs or formal observations.
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- Enhance the PLC through consistent biweekly meetings, curriculum meetings, and shared notes
- Implementation of CLASS across all classrooms.

STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	TARGET BENCHMARKS	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE
1. Teachers will meet on Fridays, during building meetings, and during curriculum meetings to plan, discuss challenges, and brainstorm new ways to approach struggles.	1. Teachers	1. Utilizing Google docs and hand written notes, teachers will share about their meetings at least 2x monthly	1. Teachers will revise/share a cohesive plan for lessons and behavior management.	1. By the end of the year, Teachers will have met at least 2x each month.	*Increased notes in our shared Google doc folder; Cohesive plans *Learning walks observations * Teacher identification of goal areas
2. In order to support teacher growth, the CLASS observation system will be utilized across the program to support teacher growth.	2. Principal, Coaches	2. Fall/Winter and Spring CLASS scores will be taken and reviewed with staff..	2. Principal and teachers will review individual classroom data to identify goals for the upcoming year.	2. By the end of the year, all teachers will have had at least 1 CLASS observation done.	

- Improve Inclusion Program through the strengthened PLC by providing access points for students in substantially separate programs to begin to fully integrated into integrated classrooms

STRATEGIC ACTION STEPS	WHO IS RESPONSIBLE	TARGET BENCHMARK ASSESSMENT SYSTEM OR MEASUREMENT AND DATE	END OF YEAR TARGET	TARGET BENCHMARKS	EVIDENCE OF CHANGE IN PROFESSIONAL PRACTICE

<p>In order to support the inclusion of students with disabilities, teachers will receive training and support around inclusive practices and IEPs will be written with the least restrictive measures.</p>	<p>Teachers, ETFs, Director</p>	<p>Annual reviews and team meetings will be leveraged to re-evaluate student needs and the least restrictive environment.</p>	<p>All students identified for a more inclusive setting will be included in that setting by January. All students identified in the Fall for a more inclusive setting will be integrated by March.</p>	<p>At the beginning of each year, and monthly thereafter, teachers will identify which students could integrate into an inclusive setting. Individual plans will be written and agreed upon by staff to support full inclusion.</p>	<p>Data will be maintained over the course of the year related to how many students are able to integrate from a substantially separate class to an integrated class.</p>
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