

Vision for Success			
ECELC provides high quality, developmentally appropriate and joyful early learning experiences to children ages 3-5 years old, which address each child’s individual needs in an emotionally and physically safe environment, where every member of the school community feels welcomed, valued and supported.			
Equity Imperative			
The ECELC staff is committed to advancing the full inclusion of all students across social identities by providing equitable learning opportunities that enable every child to achieve their full potential as engaged learners and valued members of society.			
Guiding Principles			
We believe every child in our school is a valued, contributing member of the community and that children with and without disabilities benefit when they learn, work and play side by side.			
Must-Do’s			
Foster a strong, positive sense of community among the staff through the implementation of Second Step for Adults	Expand school wide culturally responsive practices through professional development, coaching and PLC work.	Revise the preschool report card to differentiate standards for three year old children and four year old children, then align practices for collection and monitoring student progress.	Improve awareness and implementation of school wide developmentally appropriate and inclusive practices through professional development, coaching and PLC work

Action Plan

DESE Priority 1: Foster a sense of belonging and partnership among students, families and staff						
ECELC Must Do: Foster a strong, positive sense of community among the staff through the implementation of Second Step for Adults						
Phase 1: Diagnostic and Planning (August)						
Step	Action	Leaders	Resources	Data Use	Metrics	Quarterly Progress
1	Select SS leadership team (SSLT)	Principal	n/a	n/a	n/a	
2	Review leadership module	SSLT: Principal School Psych	Subscription to SS for Adults	n/a	Program module report	
3	Create SS implementation calendar	SSLT	n/a	n/a	SS implementation calendar	
Phase 2: Launch (September - October)						
5	Hold SS for Adults program kick-off meeting with all staff and distribute the implementation calendar	SSLT	n/a	n/a	Meeting agenda and attendance	
6	Set up ECELC user accounts for all staff members	Principal	n/a	n/a	Active user accounts	
Phase 3: Progress Monitoring (November - April)						
7	Check-in at monthly small group unit discussion meetings and collect feedback	SSLT	n/a	Meeting notes, observational data regarding culture	n/a	

8	SSLT will meet regularly to review monthly unit meeting feedback and mid-year survey	SSLT	n/a	Meeting notes, observational data, survey results	Survey results	
Phase 4: Reflection and Planning (May - June)						
9	SSLT will meet to analyze end-of-year culture survey and street data, then develop a plan for implementation of modules 3 and 4 in SY 22-23.	SSLT	n/a	Meeting notes, observational data, survey results	End-of-year survey results	

DESE Priority 1: Foster a sense of belonging and partnership among students, families and staff						
ECELC Must Do: Expand school wide culturally responsive practices and family engagement practices through professional development, coaching and PLC work.						
Phase 1: Diagnostic and Planning (September - October)						
Step	Action	Leaders	Resources	Data Use	Metrics	Quarterly Progress
1	Complete language proficiency testing to identify all EL students	Preschool Teachers	Pre-IPT assessment	Test scores	Aspen Data	
2	Identify and obtain appropriate professional development resources for early childhood settings	Principal	Funding for PD	n/a	n/a	
Phase 2: Launch (November)						
3	Staff members will elect to participate in teams focused on: <ul style="list-style-type: none"> Teaching to enhance development for English Learners 	Principal	n/a	n/a	PD strand selection spreadsheet	

	<ul style="list-style-type: none"> Establishing reciprocal relationships with families 					
4	The teams will meet to create shared visions and outcomes (end product) for their group work	Team Leaders	n/a	n/a	PD attendance and Meeting notes	
Phase 3: Progress Monitoring (December - April)						
5	The teams will participate in ongoing self-paced online training and professional learning community discussion during PD sessions.	Team Leaders	Teaching Strategies online training	Module completion reports, product completion	PD attendance and meeting notes	
Phase 4: Reflection and Planning (May - June)						
6	Teams will present their product/work to the preschool staff during PD in May.	Team Members	n/a	n/a	Presentation and/or final product	
7	The preschool staff will identify next steps for school wide implementation in 22-23 and consider incorporating these into educator goals.	Preschool staff	n/a	n/a	Implementation Plan	

DESE Priority 2: Continuously monitor students' understanding						
ECELC Must Do: Revise the preschool report card to differentiate standards for three year old children and four year old children and develop common practices for collection and monitoring student progress.						
Phase 1: Diagnostic and Planning (August)						
Step	Action	Leaders	Resources	Data Use	Metrics	Quarterly Progress
1	Collect samples of preschool report cards from MA school districts	Principal	n/a	n/a	Sample report cards	
Phase 2: Launch (Sept - October)						

2	Seek staff input on the preschool report card via survey and establish revision goals	Principal Curriculum Director	n/a	n/a	Survey results, PLC meeting notes	
Phase 3: Progress Monitoring (November - April)						
4	Educators collaborate to identify skills/concepts for two developmentally appropriate report cards (3's and 4's) using the MA standards and Teaching Strategies Assessment System during PLC monthly meetings	Principal Curriculum Director	n/a	n/a	PLC meeting notes, revised report cards	
5	Educators and admin determine revised expectations for collection and use of data to monitor student progress and inform instruction	Principal Curriculum Director	n/a	Teaching Strategies online subscription	TS Gold checkpoint data	
Phase 4: Reflection and Planning (May - June)						
6	Revised report cards are finalized and ready for use in SY 22-23. Family feedback will be collected in SY 22-23.	Teachers Principal Curriculum Director	n/a	n/a	Revised report cards	
7	Educators reflect on new data procedures and determine any changes for the following year.	Teachers Principal	n/a	n/a	PLC attendance and meeting notes	

DESE Priority 3: Ensure strong grade-appropriate instruction with individualized supports						
ECELC Must Do: Improve awareness and implementation of school wide developmentally appropriate and inclusive practices through professional development, coaching and PLC work.						
Phase 1: Diagnostic and Planning (August)						
Step	Action	Leaders	Resources	Data Use	Metrics	Quarterly Progress

1	Principal identifies and obtains inclusive practice and DAP resources	Principal	Funding for PD	n/a	n/a	
Phase 2: Launch (Sept - November)						
2	Staff are introduced to developmentally practice as defined by NAEYC during the October 20th PD	Principal	NAEYC's online training	n/a	PD attendance and feedback	
3	Feedback from the October 20th PD is collected and utilized to create a PD plan which addresses aspects of DAP the staff feels is most necessary.	Principal	n/a	Feedback forms	PD plan	
4	Staff members elect to participate in PD focused on: <ul style="list-style-type: none"> curriculum development & assessment practices for students with significant disabilities Social-emotional learning and trauma-informed practices 	Principal, School Psych, Sped Coordinator, Curriculum Director	Online training, consult with district admin, curriculum resources	n/a	PD attendance and meeting notes	
5	The teams will meet to create shared visions and outcomes (end product) for their group work	Team Leaders	n/a	n/a	PD attendance and meeting notes	
Phase 3: Progress Monitoring (December - April)						
6	The teams will participate in ongoing self-paced online training and professional learning community discussion during PD sessions.	Team Leaders	Teaching Strategies online training	Module completion reports, product completion	PD attendance and meeting notes	
Phase 4: Reflection and Planning (May - June)						
7	Teams will present their work/products to the preschool staff during PD in May. Products may be used during the 22-23 school year.	Team Members	n/a	n/a	Presentations and/or final products	
8	The preschool staff will identify next steps for school wide implementation in 22-23 and consider incorporating these into educator goals.	Preschool Staff	n/a	n/a	Implementation Plan	

