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| **School Name: Cardinal Early Learning Center**  **Principal & Early Childhood Coordinator Lisa Van Thiel**  **School-Site Council Members: Lisa Van Thiel, Jennifer Williams, social worker, Lynn Stead, Paraprofessional, Thuy Le (parent), Jerubi Romero, (parent), Mary Hall, (parent) and Pharah Delius, (parent).** | | | |
| **School Mission** | | | |
| The Cardinal O’Connell Early Learning Center is committed to providing high quality early education to all children through rich content and active learning. We are committed to collaborating with families and other specialists in order to strengthen practice and children’s school readiness skills in school, at home, and in the community to ensure ALL students enter kindergarten with prerequisite skills shown to be predictive of later school achievement. | | | |
| **School Vision** | | | |
| The Cardinal O’Connell School is committed to providing children three to five-year old with and without disabilities intentional opportunities for learning. Through rich content that engages students in practicing skills through center-based learning as well as explicit instruction young children’s academic, social & emotional, and physical development. To achieve our school’s vision educators will partner with families to foster children individual development. The school culture and climate of the school will encourage family and student engagement to promote Achievement, Belonging and Community. | | | |
| **Core Values/Commitments** | | | |
| We believe:  All children can learn when given opportunities, experience, time and support.  A respectful environment values diversity and inclusivity.  A safe, respectful learning environment is a reflection of our school community.  We promote development of the whole child – physically, socially, cognitively, linguistically and artistically.  Educating young children is a shared responsibility between home, school, and the community. | | | |
| **School Strategic Objectives and Initiatives** | | | |
| **Leadership, Shared Responsibility, and Professional Collaboration**  Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement. | **Intentional Practices for Improving Instruction – Engaged Learning**  School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.  Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student. | **Student-Specific Supports and Instruction to All Students**  Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports. | **School Climate and Culture**  Provide human and financial resources to support high quality, engaged learning.  *Student Safety*  Ensure two-way, respectful communication, with families, and the LPS community. |

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| * Distributed leadership structures and practices are in place to ensure professional collaborations. * Teacher utilize the Technical Assistant Teams – specialists and administrators * Instructional Leadership Team – Administrators, special education, teacher, and coach (if hired) * Common planning time – CPT all teachers are part of a team that meets weekly. Evidence of meeting includes uploading planning sheets in google drive weekly. * CSA teachers meet once a month with partner classroom. Evidence will include updating inclusion plan added to google drive. * Staff implement the District's Preschool Curriculum and assessments with limited adaptations in accordance with student IEPs or information gained from TATs. | Implementation of the following components of the day:  Introduction to Centers  Dialogic reading  Whole group  Centers  Small groups  Using evidence-based practice to ensure engagement of all students.   * Educators have access to in class coaching to support teachers and paraprofessionals in putting evidence based instructional strategies and practices in place to support student outcomes. | * Data from PALS and Building Blocks Trajectories is used to inform the creation of small groups and monitor their progress toward expected outcomes.      * Data from TAT is used to develop student specific interventions. * Inventions and tools implemented as a results of TAT are collected and shared with the community via google drive. * Include more CSA students in inclusion prior to kindergarten. | * Increase use of Lionbridge and other resource to outreach and communicate with linguistically diverse families. * All staff will commit to being part of our school community and participate in at least one non-required school activity to engage families per school year. |
| **School Data Profile** | | | |
| As of 1/21/23 enrollment at the Cardinal is 111 students consisting of 22 EC and 89 PK students. Enrollment has risen from 97 to 111 since September 14 students and climbing. The District is considering adding a half day CSA classroom to the Cardinal that will be able to serve up to 18 additional students. AS of 3/7/23 enrollment has reached 116 an increase of 27 students. In addition to this we have over 24 enroll and then drop to access full-day or alternative programing in our half-day programs to meet the needs of families. In our full-day programs only 3 students unenrolled after being placed.  The Cardinal currently enrolls 34 Latino (31%), 25 Asian (23%), 22 White (20%), 21 Black (19%) and 9 multi-racial (7%)students.  Student attendance at the Cardinal when compared across schools fall in the middle range at 87.6%. The Chronic absence rate fell in the middle range at 55.9% with six schools having a lower rates and eight schools having a higher rate of chronic absence in EC and PK classrooms. Based on data from HALS, December saw the highest rate of absences, however, there was a rise in RSV and Covid. In January, the chronic absence rate dropped from 62.5% to 31.2%.  Currently 50% of the school’s population consist of students with disabilities. When the new classroom is open and fully enrolled the number of students with disabilities will increase by 18 students. This increase will substantially limit our ability to provide inclusion to all students. We should consider only adding sub-separate classrooms in preschool when they are paired with an inclusive preschool classroom.    Our building is at full capacity. Our nurse and social working, SLP, OT and library are currently housed in hallways. There is limited space for meeting with families for private meetings to be held. Parking for community wide events, is a challenge.  Given only a few families remain with the Cardinal for more than one year, a strategic plan for family engagement is needed to engage families in our school community.  It space should become available for more Early Learning Centers. It would be recommended to increase grade span either EC-3 year-old peers or to add K classroom in order for educators and leaders to form relationships with families and fully develop a vibrant school community over time. Building new relationships each year with 80% of families enrolled can be challenge but is needed especially when serving our preschoolers as it is often our families first introduction to our school system. | | | |
| **Reflection on Current Practices** | | | |
| 1. **What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?**   Reduce staff absences and turn over in 2023-24. Work to hire licensed educators and paraprofessionals reflective of our student population.  Increase rigor for all students by holding high standard and using the science of reading to build early language and literacy skills for all students. Measure growth using following data sources:   * Report Card Data * CORE ITEMS for Portfolio * PALS data * Teachers perception of students (HALS dashboard) * Teacher’s pedagogical knowledge of ELA (LETRS training pre and post) * Classroom observations and feedback through coaching cycles and teacher evaluation observations. * Launch Ages and Stages Questionnaires with family.  1. **What progress is your school making towards academic goals?**   Educators are collecting PALS data consistently on 4 year olds and collecting work samples to document student growth for portfolios.   1. **What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?**   75% of third grader do not meet or partially meet expectation for reading. At mid-year, PALS data reveals 37 students who took both fall and winter test for letter ID had limited growth. 14 students were below minimum growth of 2 point, 8 were within range with growth of 2 points or higher, and 15 were above range. As for letter/sound only five 5 children were tested due to not meeting criteria for testing.  Classroom observations reveal teacher writing children names for students. Limited implementation of evidence based practice while ditto sheets replace other tasks within the curriculum. Limited implementation of Building Blocks Mathematics. Consistent implementation of core curriculum has been challenging as teacher do not fully implement the curriculum. Teachers making adaptation that do not address all learning objective.  Communication between and among teachers to facilitate inclusion. Sharing data to ensure students are accessing same level of curriculum across settings with supports and accommodations that are consistent across classrooms. (work to develop protocol).   1. **Where are students making the greatest academic gains and why? The least academic gains and why?**  * Seeing an increase in inclusion prior to kindergarten entry. * Seeing growth in EL students due to EL interventionist. (look forward to spring WIDA data) * Making most growth in ELA and cutting – PALS data and portfolio cutting item being required by all * Least growth in mathematics teachers not implementing curriculum and data is not collect to inform decision making. Consider adding back in access to Building Blocks online on IPADs. | | | |

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| **Problem of Practice OR Area of Opportunity** |
| *Align curriculum – Increase fidelity of implementation in inclusive preschool classrooms and access to general curriculum in CSA classrooms.*  *Effective Instruction – Increase student engagement and higher order thinking through implementation of curriculum, coaching, and supervision and feedback.*  *Student Assessment – Reflection on formative and summative assessment used to inform need for professional development and coaching to improve student engagement and outcomes.*  *Professional Development and Time for Collaboration – Funding for team of paraprofessional and teacher to meet before or after school to aid in meeting student’s needs, implementation of curriculum and IEP goals, and data collection.*  *Tiered Instruction- Engage both paraprofessionals and teachers in understanding the need to provide tiered instruction to students ranging from 3-5 years old by increasing professional development and coaching to support developmentally appropriate instructional strategies.*  *Increase inclusion of CSA students from 40% in March of 2023 to 50% by December 2023.*  *Increase feedback to teacher by increasing walk through and supervision and feedback by having access to full-time principal. To increase student engagement and higher order thinking based on feedback from instructional rounds and need to increase leaders time in classrooms.* |

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| **Monitoring Progress - Process Benchmarks**  *What will be done, when, and by whom* | | | | | |
| **Leadership, Shared Responsibility, and Professional Collaboration** | **Person Responsible** | **Aug 2023** | **Dec 2023** | **June 2024** | **Status** |
| Leadership regularly participates in Common Planning Time with CSA, Half, and Full-day educators.  Leadership will attend at least two common planning session per year for each group total 6 meetings. Will continue to meet with classroom teams upon request. | Principal  Assistant EC Coordinator  Teachers |  |  |  |  |
| Monitor attendance of all administrators, specialists, and teachers in IEP project PD and implementation. | Principal  Assistant EC Coordinator  CSA Teachers  Specialist  Inclusive preschool teachers |  |  |  |  |
| Maintaining an attendance watch for students with chronic absences  Follow up with phone calls, meetings, and home visits noted in Aspen  Social worker – follow up 5%, 7%, and 10% of total days attending  Principal notified after 5 days of absence | Teachers - notes  Clerk - letter  Social worker  Principal |  |  |  |  |
| Maintenance – Improve communication   * All staff must check email * All staff will access google drive and plan to attend scheduled meeting dates provided at orientation * Friday memo weekly (google drive) * Host office hours * Monthly newsletter to families * Regularly send Connect Ed message out prior to school events (clerk) * Staff may add items to staff meeting agenda with a week’s notice | Principal  Teachers  Clerk  Social Worker |  |  |  |  |
| **Intentional Practices for Improving Instruction – Engaged Learning** | **Person Responsible** | **Aug 2023** | **Dec 2023** | **June 2024** | **Status** |
| All classrooms will include the following components of the day within daily schedule: Dialogic Reading, Introduction to Centers, Small group/worktime and intentional linkage of centers to curriculum.  Implement intentional instructional strategies such as: I do, we do, you do framework and provide opportunities for children to use new vocabulary or practice skills in centers. | Teachers  Paraprofessionals  Principals  Coaches |  |  |  |  |
| Increase access to general curriculum for all students, support curriculum fidelity, and student engagement for all students by providing:   * Walk through and observations. * Coaching through TNTP * Reflection on student’s progress using PALS, report cards, and Child Outcome Summary (COS) data upon entry and exit. * Use progress monitoring to inform increasing time in inclusive settings for students in sub-separate classrooms. * Develop and implement transition planning tool for initiating communication across classrooms or programs serving the same student. * Increasing multiple means for student’s communication (E.g. total communication supports) throughout the school day. | CSA teachers  Principal  Specialist |  |  |  |  |
| **Student-Specific Supports and Instruction to All Students** | **Person Responsible** | **Aug 2023** | **Dec 2023** | **June 2024** | **Status** |
| TAT Teams will meet monthly to support MTSS and document interventions and referrals. Continue to partner with Erin Upton on providing MTSS training to preschool teachers at the Cardinal and across the district.  Work with staff to define TAT form or use the one in Aspen. Provide choice in 2023-24 school year to see what work best. | Principal  Assistant EC Coordinator  Specialist  Teachers  Special Education ECT |  |  |  |  |
| CSA and Inclusive preschool teachers will regularly meet at least 6 time per year to discuss children holding seats in both CSA and inclusive preschool classroom and share intentional goals and objectives for students across settings. Documentation of meetings will be placed in google drive.  Develop transition tool for students accessing both CSA and inclusion and pilot use of tool and protocol in 2023-24. | CSA and inclusive preschool teachers. |  |  |  |  |
| In February and March, CPT teams will review work sample documents, PALS, and report card rating for all 4 year olds and reflect on children’s growth and to facilitate conversation between and among educators to inform instructional practices. | Teachers  Principal  Assistant EC Coordinator |  |  |  |  |
| **School Climate and Culture** | **Person Responsible** | **Aug 2023** | **Dec 2023** | **June 2024** | **Status** |
| Measure engagement of families that are full-day versus half-day to determine if their longer day’s correlate to more engagement and less turnover. Three drops and turnover full-day versus 24 drops and changes in half-day. | Principal and EC Coordinator |  |  |  |  |
| Recruit families to be ambassadors for the school to welcome new families and be available for questions and serve on SSC. Recruit at minimum 2 parent for SSC and 2 families enrolled in 2023-24 to welcome new families. | Principal and social worker |  |  |  |  |
| Prepare calendar for school in June of 2023 with teacher and paraprofessional for all event offered in 2023-24. (Add an events –Hugh Hanley regular, Discovery Museum & puppet show, paint night, and yoga) | Principal and social worker |  |  |  |  |

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| **Measuring Impact**  *Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.* | | | |
| **Leadership, Shared Responsibility, and Professional Collaboration** | **Person Responsible** | **Date** | **Status** |
| All Administrators, specialists and teachers will share in the responsibility of learning more about the IEP Implementation project and begin implement based on timelines provided by Special Education Department.   * Increase the number of CSA students in their 2 or 3rd year of service participating in inclusion prior to kindergarten entry. * IEP will be drafted with families and specialist input during the meeting. |  |  |  |
| Maintain plan to improve attendance through follow up with families and student. Track communication with families in Aspen. |  |  |  |
| Maintain improve communication – develop a folder in google drive where all communication is archived including the following   * Required scheduled meeting dates provided at orientation 90% staff attend * Friday memo weekly – achieved in google by date * Host office hours – list provided at orientation * Monthly newsletter to families – archived in google by date * Regularly send Connect Ed message out prior to school events (clerk) * Staff meeting agenda and minutes saved in google drive * Minutes or lesson plan posted for Common Planning |  |  |  |
| **Intentional Practices for Improving Instruction – Engaged Learning** | Person Responsible | Date | Status |
| All classrooms will use the general curriculum to intentionally plan curriculum and monitor students’ progress.  PALS data – fall, winter & spring (formative)  Report Card data –December, March, & June  CORE item portfolio review  DIAL summative  Fidelity observation to completed in fall (no later than December) and feedback provide to teacher and if para’s are interested the whole team.  Feedback from instructional rounds |  |  |  |
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| **Student-Specific Supports and Instruction to All Students** | Person Responsible | Date | Status |
| Develop transition tool and pilot use of tool and protocol in 2023-24 to support increasing *inclusion of CSA students from 40% in March of 2023 to 50% by December 2023.* | Principal  CSA and inclusion teachers |  |  |
| Work with staff to refine TAT form or use the one in Aspen during in 2023-24 school year to decide on what work best for adoption. | Principal  TAT team  Teachers and specialist |  |  |
| Use data collected in February and March to inform instruction and planning for small groups and intervention Tier 1 and II as well as referral for Tier 3- and TATs if applicable. | TATs Team  Teachers  Specialist |  |  |
| **School Climate and Culture** | Person Responsible | Date | Status |
| In fiscal 2022-23, we sought engagement in the following activities to improve school climate and had very few staff take ownership. In 2023-24 – we will limit number of activities to 4 based on staff member signing up to own the task.  Spirit days – 5 individual signed up  School site council 2 individual signed up  Staff joy 5 individuals signed up  Late buses 3 sign up however 5 regularly participate  TATs 2 individual signed up  School improvement 2 signed up  Family engagement calendar  Newsletter 0 signed up  Staff meeting 0 signed up | Staff  Principal to select 4 areas of focus for 2023-24. |  |  |
| Recruit team member to plan family engagement calendar for FY24 and finalize the dates by June 15, 2023. | Recruit teacher and paraprofessional representation and voice |  |  |
| Work with UML to create family survey to assess feedback on Preschool programs across the district on meeting the needs of families relevant to family engagement and providing information on child development and home school connections. | Recruit teacher and paraprofessional to provide a voice to this work. |  |  |
| Our School Culture rating in HALS measures the degree to which the school environment is safe, caring, and academically-oriented. We are high in Safety, but insufficient data is provided for physical safety. We are working on improving bus lane and car pool. Student Emotional Safety is high. Student Sense of belong high but insufficient data on student teacher relationship working with UML will assist us in collecting this data. We need focus on academic orientation which is in the watch zone. We serve whole children social, emotional, physical, and cognitive – we need to rethink what we believe our students and parent are capable of and support them in achieving. Let think creatively how we can use creative and performing arts to achieve this. To achieve growth, we should consider how our professional community contributes to these areas of growth. Finally, school leadership is in the growth area and support for teaching development in growth is in the watch. This tell me that decoupling the role of EC Coordinator with principal is needed to provide more support to staff in classrooms. | For all of the above we hope to see growth in HALS. |  |  |