

**School Name: Cardinal O’Connell Early Learning Center**

**Principal: Lisa Van Thiel**

**School-Site Council Members:**

Representative for City-wide school site council Anaushka Basu - [anushka.dasgupta@gmail.com](mailto:anushka.dasgupta@gmail.com); Annie Keophila - [annie.keophila@gmail.com](mailto:annie.keophila@gmail.com); and Katie Jones - [ladykatiejones@gmail.com](mailto:ladykatiejones@gmail.com); Teacher Lisa Hogan - [lisahogan@lowell.k12.ma.us](mailto:lisahogan@lowell.k12.ma.us), Lisa Tenczar - [ltenczar@lowell.k12.ma.us](mailto:ltenczar@lowell.k12.ma.us); Joseph Braga, Salem Five Senior Loan Officer - [joseph.Braga@salemfive.com](mailto:joseph.Braga@salemfive.com); Principal –Lisa Van Thiel [lvanthiel@lowell.k12.ma.us](mailto:lvanthiel@lowell.k12.ma.us):

**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 in order to strengthen children’s school readiness skills in school, at home and in the community to ensure all students enter kindergarten ready to learn.

**School Vision**

**Vision for Cardinal O’Connell School:** Strengthen academic, social, and emotional skills predictive of school success for all children. Create a school culture and school climate where educators, young children, and their families focus on 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 community.

We promote development of the whole child - physically, socially, emotionally, cognitively, linguistically, and artistically.

Educating young children is a shared responsibility between home, school, and the community.

**School Strategic Objectives and Initiatives**

<b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b>	<b><u>Intentional Practices for Improving Instruction – Engaged Learning</u></b>	<b><u>Student-Specific Supports and Instruction to All Students</u></b>	<b><u>School Climate and Culture</u></b>
<p>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.</p>	<p>School leadership will identify a clear instructional focus and shared expectations for instructional practices that address identified student-specific instructional needs.</p> <p>Administrator will share observations to provide constructive, teacher-specific feedback, supports, and professional development.</p>	<p>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.</p>	<p>Provide human and financial resources to support high quality, engaged learning.</p> <p><i>Student Safety</i></p>

<p><b>Administrators and teachers jointly assumed shared ownership and collective responsibility for improving student achievement.</b></p> <p><b>Monthly Meetings:</b></p> <ul style="list-style-type: none"> <li>• Instructional leadership team</li> <li>• Grade level meetings</li> <li>• Administrative team meeting</li> <li>• Programmatic team meetings</li> <li>• Special Education</li> <li>• TAT Team</li> </ul> <p>Two times per month:</p> <ul style="list-style-type: none"> <li>• Partner teams</li> </ul>	<p><b>Administrators and teachers jointly assumed shared ownership and collective responsibility for improving student achievement.</b></p> <p><b>Common Planning Sheet:</b></p> <ul style="list-style-type: none"> <li>• Educators will link IEP goals to weekly curriculum plans.</li> <li>• Small group instruction for all students.</li> <li>• Identification of key vocabulary</li> </ul>	<p><b>Use data to inform student learning and instruction for small groups.</b></p> <p><b>Collect and use data to inform instruction.</b></p> <ul style="list-style-type: none"> <li>• Ages and Stages Questionnaire September and May.</li> <li>• Collect Phonological Language Awareness Screening data on all students in inclusive classrooms October and June.</li> <li>• Pre/Post Child Outcome Summaries</li> <li>• Reduce absenteeism through personal connections with children’s families.</li> </ul>	<p><b>Utilize families in the school for on-going family engagement and promote two way communication and community building.</b></p> <ul style="list-style-type: none"> <li>• Engage families in student’s learning through Home/School Connections.</li> <li>• Recruit and build strong Parent Leadership through engagement in School Site Council and Parent Teacher Organization.</li> <li>• Increase communication with families through teachers engagement in newsletters, websites, and ConnectEd calls.</li> <li>• Utilize language line and translation.</li> </ul>
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**School Data Profile**

Based on DESE data, the Cardinal O’Connell Early Learning Center enrolls 18% of all preschool children in the district. The school population consists of a diverse population. 4.9% African-American, 23.9% Asian, 39.4% Hispanic, 27.5% White, and 4.6% Multi-race non-Hispanic. 71 boys and 38 girls. Of the 109 enrolled - 89 of students are high need, 64 Economically Disadvantaged, 12 ELL, and 46 Special needs as of October 1, 2019.

The school employs 8 teachers, 17 paraprofessionals, .60FTE Special Education Teacher, 1 clerk, 1 principal/early childhood coordinator, and .60 SLP and .40 SLP assistance. One day a week is supported by Special Education ECT, BCBA, OT, and PT.

The school houses the Early Childhood Department which manages several grant programs (262, 515, CFCE, PCHP, IPLE) and employs 8 Home Visitors for Parent Plus Program, 1 social worker, 1 Assistant Early Childhood Coordinator, 1 coach, and an early childhood specialist. 61 families received Parent Plus home visits twice weekly and 8 playgroups provide over 100 children under the age of 5 with access to early learning. The Department meets regularly with Early Intervention (EI) to support transition into preschool from EI and manages district-wide preschool placement and intervening services in the community as well as Chair’s the Lowell’s Early Childhood Council and partnership with several community programs to align curriculum and expand access to full-day preschool with partners such as CTI, Little Sprouts, and the YMCA.

**Reflection on Current Practices**

1. *What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?*

Current school improvement plan goals:

**School Improvement Goal #1: Focus improve Tier 1 Instruction for All Students**

By June 2020, 75% of all children prior to kindergarten entry will achieve gains in multiple areas of development rated on the new report card. \*Multiple gains in three or more areas of development on report cards is the definition used to measure progress.

**School Improvement Goal #2 Focus on Improving Tier 2 & 3 Instruction**

2. Use data to inform instructional decisions 75% of the time when making referrals to the Technical Assist Team (TAT) or special education.
2. a. Identify and use Tier 2 data collection tools to inform instructional planning and decisions.
2. b. Identify and use Tier 3 data collection tools across classroom settings inclusive to foster co-planning for instructional decisions.
2. c. By June 2020 teachers will provide deliverable documenting use of formative data to inform instruction and/or behavior plans.

**School Improvement Goal #3 Focus on Improving Family Engagement in Learning at Home and in School.** 3. Reduce the school’s chronic absentee rate from 25.6% to 22% through family engagement and lengthening the school days to close the opportunity gaps prior to school entry.

2. *What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?*

**Progress on Goal 1 -2019-20**

- We have started to collect PALS data on 4 year old preschoolers. This data is helpful in monitoring students' progress in language and literacy skills identified in NELP report as being predictive of reading success in third grade.
- We have completed work on a new report card that is aligned to the Kindergarten report card. Data collected in the fall was used by staff to set goals and form small groups.
- District-wide we have requested Child Outcome Summary forms be completed upon students with IEPs entry to preschool and exiting the program for any reason including moving into kindergarten.
- As a result, the ILT is exploring the idea of instructional rounds - to view colleague’s practices

**Progress on Goal 2 2019-20**

- Instructional Leadership Team - has reflected on current TATs form - February meeting staff took responsibility for making deletion and suggestions to bring back to the team in March.
- Currently preschool educators lack data sets to document student outcomes. We are working to develop appropriate tools for formative and summative data collection. This year 4 staff implemented PALS (October and will do again in May) and all new report card systems.

**Progress on Goal 3 2019-20**

- We have been successful in lowering our absentee rate by working in collaboration with teachers on following up with all students that miss three consecutive school days.
  - We have had 6 Cardinal Newsletters to date each outlining the big ideas of curriculum modules, books read aloud, and listing the calendar of events. We have also included ideas for extending learning opportunities at home.
  - We have held three school site council meetings to date September 20, November 1, and February 7.
  - We have increased parent engagement activities and in house field trips through (grant funded).
  - We have had parents interested in volunteering but have not had educators interested in utilizing family members.
3. *Where are students making the greatest academic gains and why?*  
The least academic gains and why? Data sets collected in Spring of 2020, should provide some answers to this question.
    - PALs Data - language and literacy in 4 of 5 preschool classrooms (require next year)
    - Progress monitoring report card data
    - COS - Child Outcome Summary for student with disabilities
    - ECERS - 8 self-assessment and 3 observation
    - CLASS data in 2 observations outside the observer.

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when, and by whom</i>					
<b><u>Leadership, Shared Responsibility, and Professional Collaboration</u></b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>Status</b>
Monthly Instructional Leadership meetings for 1 -2 hours during early release days - Pilot a protocol for child study and TATs form for preschool students.	Lisa Van Thiel and all teachers				
Partner teams meet two times per month (1st and 3rd week of each month) to jointly plan curriculum and discuss shared students Room 4 and Room 8 Room 3 and Room 7 Room 2 and Room 1 Room 5 and Room 6  Meeting notes and Weekly Curriculum Plans will be shared via google docs.	Partner Team, Lisa Van Thiel, Michelle Harvey				
Regular programmatic team meetings will occur monthly to brainstorm case studies, share curriculum plans & materials, and identify concerns, needed support and best practices to share with administrators.  CSA - teachers Rooms 1, 7, and 8  Full-day teachers Rooms 5 & 6  Half-day teachers Rooms 2, 3, and 4  Meeting notes will be shared via google docs.	Partner Teams				
Special Education Meeting - meets third Monday of each month to review Standing agenda items include: Upcoming Initial and re-evaluations Special education openings Incoming students TATS Policies and procedures	Susan LaCroix, Mary Murphy-Porkola, Lisa Van Thiel, Michelle Harvey, Social Worker, Ashley Pinnell				
Administrative Team Meeting - First Wednesday of each month - Rolling Agenda with items such as: Communication with families Environment - safe physical environment and school climate Operations - food, transportation, and maintenance Scheduling Professional development Newsletter Crisis Plan Cultural Proficiency Supervision Bus/carpool Policy Fiscal management	Lisa Van Thiel and Caitlin Cassella				
School culture survey will be distributed in June 2020 and March 2021. Survey results will be shared with staff and used to measure impact of leadership, shared responsibilities, and professional collaboration efforts. (based on 20 TELLS questions)	Lisa Van Thiel				

LOWELL PUBLIC SCHOOLS – SCHOOL IMPROVEMENT PLAN - 2020-2021

Elementary ♦ Middle ♦ K-8 ♦ HS ♦ Programs

<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>Status</b>
Educators will use data to inform instruction and intentionally plan small group instruction for children twice per week in ELA and mathematics. Planning sheet will document small groups.	Instructional leadership team and classroom teams				
Key vocabulary will be heard authentically and be visible in the environment to support children’s learning opportunities throughout the classroom. Planning sheet will document small groups	Instructional leadership team and classroom teams				
Educators will utilize the “Child Study” team to generate ideas for students needing extra practice or instruction to aid in developing additional opportunities to gain skills through direct instruction or choice activities.	Principal and teachers				
All educators will link student’s IEP goals to intentionally plan activities in the classroom and document using common planning form.	Instructional leadership team and classroom teams				
Gather data using Phonological Language Awareness Screening two times per year. (October and May) and Ages and Stages Questionnaires in September and May to engage families in understanding their child’s development.	Teachers				
Reflect on report card data three times per year November, April, and June					
<b>Student-Specific Supports and Instruction to All Students</b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>Status</b>
Use data collected during small groups to support intentional instruction so that 75% of all children entering kindergarten will demonstrate substantial gains in multiple areas of development based on report card indicators.	Planning Teams				
Use data collected to achieve IEP objectives so that 75% of all children with special needs exiting preschool will show gains on Child Outcome Summary. COS.	Partner Teams and CSA Teachers				
Report card data is used to establish goals for children and to guide intentional instruction.	Instructional Leadership Team				
PALS data will be collected on all students participating in inclusive classrooms ( half and full-day classrooms) in October and April.	Instructional Leadership Team				
Reduce absenteeism -proactively by supporting student’s attendance. Phone all families missing three days and document absenteeism Track barriers to family	Teachers, Clerk, and Principal				

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All students will have access to Building Blocks software and all educators will commit to providing students with access twice weekly and use computer data and learning trajectories to inform small groups.	Teachers				
<b>School Climate and Culture</b>	<b>Person Responsible</b>	<b>Aug 2020</b>	<b>Dec 2020</b>	<b>June 2021</b>	<b>Status</b>
Collaborate with Parents, Educators, and Community Members to reflect on school goals and engage families in School Site Council and Parent Teacher Organization  Reframe Open House to promote a sense of community, recruitment members to school leadership, and frame the importance of regular attendance.  Improve welcome packet material for Fall to include information on scheduled family engagement events, Ages and Stages Questionnaire, Initial meeting dates for PTO and School Site Council, Parent Handbook for school and city, emergency form, collective parent questionnaires, and ask families to share photo of children’s families for room display or take photo of family during initial Open House.	Lisa Van Thiel  Caitlin Cassella  Teachers leaders				
Develop and distribute monthly newsletters to share information on student learning with families.	Lisa Van Thiel, Caitlin Cassella, and educators				
Engage SSC and PTO membership in planning and hosting family engagement events that meet the needs of families enrolled.	Lisa Van Thiel & Social Worker/CFCE staff				
Establish regular School Site Council meetings - Host elections for Parent leaders in October and January each year. Hold elections for staff participation during Orientation.	Lisa Van Thiel Lisa Tenzcar Lisa Hogan				

<b>Measuring Impact</b>			
<i>Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.</i>			
<b>Leadership, Shared Responsibility, and Professional Collaboration</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
Change in staff attitudes regarding practice, behaviors and attitude toward collaboration as measured using 20 TELLS questions .	Lisa Van Thiel		
Meeting minutes from the Instructional Leadership Team.	Lisa Van Thiel and Teachers		
Meeting minutes and curriculum planning sheet from Partner teams and Programmatic team meetings.	Teachers		
Meeting minutes from Special Education meeting	Susan LaCroix		
Meeting minutes from Administrative Team meeting	Caitlin		
<b>Intentional Practices for Improving Instruction – Engaged Learning</b>	<b>Person Responsible</b>	<b>Date</b>	<b>Status</b>
As evident in weekly plans educators will be able to identify where and when students’ IEP goals are being addressed through the general curriculum.	Teachers		

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As evident in weekly plans, educators will differentiate small groups instruction in ELA and mathematics.	Teachers		
Common planning sheet will increase communication among classroom staff to support student learning through identification of key vocabulary, intentional student goals, and key understanding for small group instruction.	ALL		
<b><u>Student-Specific Supports and Instruction to All Students</u></b>	Person Responsible	Date	Status
Data will be used to support instructional practices to plan for students with IEP and small groups. (COS, PALS, IEP goals, Report Card Data) 75% of all students moving onto kindergarten will achieve growth in three developmental areas.	ALL		
Educators will work with Administrators and families to reduce absenteeism by supporting families in regular school attendance	ALL		
<b><u>School Climate and Culture</u></b>	Person Responsible	Date	Status
Educators and school leaders will invest time to foster a positive school culture for children, families, and educators as measured by TELL Survey Questions.			
80% of all families will engage in at least three school events during the 2020-21 school year.			
50% of educators will contribute knowledge to the school newsletter.			
50% of educators will attend at least one family engagement event and involve interested parents in school activities.			