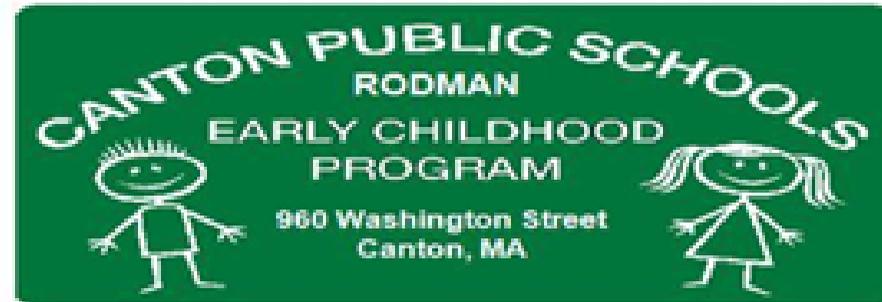


# Rodman Early Childhood Program 2020-2021 School Improvement Plan End-of-the-Year Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee  
May 27, 2021

**Rodman Early Childhood Program**  
**School Council Members**

<b>2020-2021 School Council</b>		
<b>Name</b>	<b>Position</b>	<b>Term End Date</b>
Donna Kilday*	Early Childhood Coordinator	Permanent
Rich Azulay*	Student Services Coordinator/BCBA	Permanent
Kerry Emde	Classroom Teacher	June 2021
Ashlie LaCivita	Classroom Teacher	June 2022
Katie Doherty	Home to School Interventionist	June 2021
Kerry Caulfield	Parent	June 2022
Sara Ryan	Parent	June 2021
Council Co-Chairs*		

## Rodman Early Childhood Program Demographics

Enrollment by Race/Ethnicity (2020-21)			
Race	% of School	% of District	% of State
African American	12.5	10.8	9.3
Asian	16.7	11.5	7.2
Hispanic	8.3	5.7	22.3
Native American	0.0	0.1	0.2
White	58.3	65.3	56.7
Native Hawaiian, Pacific Islander	0.0	0.2	0.1
Multi-Race, Non-Hispanic	4.2	6.4	4.1

Enrollment by Gender (2020-21)			
	School	District	State
Male	18	1,538	467,362
Female	6	1,624	443,625
Non-Binary	0	2	478
Total	24	3,164	911,465

Enrollment by Grade (2020-21)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
<u>District</u>	24	219	241	234	221	256	250	242	283	243	213	209	265	258	6	3,164
<b>Rodman Early Childhood Center</b>	24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	24

Title	% of School	% of District	% of State
First Language not English	12.5	7.3	23.4
English Language Learner	12.5	2.2	10.5
Students With Disabilities	62.5	12.9	18.7
High Needs	79.2	29.5	51.0
Economically Disadvantaged	16.7	17.0	36.6

## Rodman Early Childhood Program

# Student Learning Outcomes

Our program is responsible for servicing young children with disabilities ages 3-5 years old. Typically this occurs in an integrated setting, however, due to safety guidelines in place due to the pandemic we began our school year only serving students with disabilities who require specialized instruction. As the guidance changed we saw the opportunity to bring in some community peers. On April 8th we welcomed eleven community peers to our program! This was a huge first step in returning to the inclusive setting we believe is best for children. Students on an IEP attend 4.5 days per week and community peers attend 4 days per week. All special education services are provided within the classroom environment. Our program is also required to service English learners falling at levels 1-3 based on a screening with the English Language Specialists.

During the 2020-2021 school year we saw many gains in student growth and progress in both early literacy and early math skills.

- In the area of early literacy; identifying upper and lower case letters, associating specific sounds with corresponding letters (alphabetic principle) and demonstrating phonological awareness skills
  - 45% of students are secure with these skills
  - 36% of students are developing these skills
  - 19% of students are beginning to learn these skills
- In assessing early math skills: number sense, counting and cardinality and geometry.
  - 61% of students are secure in these skills
  - 27% are developing these skills
  - 12% are beginning to build awareness of these skills

## Rodman Early Childhood Program

# Student School Experience

School certainly looked different for our preschoolers this year. COVID guidelines restricted our ability to provide an integrated, inclusive environment for our students and required them to be distanced from their peers. Despite those obstacles, our students and our school soared! We found creative ways to build a sense of community and belonging.

- Our spirit days were a big hit and included wear your favorite T-shirt, show your Canton pride and dress as your favorite community helper. Our fun with April Fool's jokes was both contagious and thoroughly enjoyable! Preschoolers catch on to that concept very quickly.
- We all wore our tie dyed socks for World Down Syndrome Day and sported our red for Autism Acceptance. We are a community embracing all learners!
- We hosted a read aloud story hour with several of our staff volunteering to be guest readers and held our sixth annual "Rodman Reads" celebration during family literacy month with every family enjoying a copy of the book Strictly No Elephants by Lisa Mantchev. This story highlights the importance of acceptance and inclusion and was a wonderful way to celebrate our values.
- Our students also learned about Dr. Martin Luther King Jr and his quest for respect for all people regardless of their race. This learning initiated a kindness chain throughout our school with families and classrooms noting acts of kindness and posting them on multicultural handprints. These handprints adorn our hallways! We are so very proud of our students. They are kind and compassionate children learning the importance of acceptance and respect.

## Rodman Early Childhood Program

# Summary of Progress Toward 2020-21 School Priorities

During the 2020-2021 school year our school focused on three priority areas: transforming teaching & learning by increasing student achievement in early literacy skills, achieving educational excellence & ensuring educational equity by increasing student awareness and respect for differences in race and culture and highlighting social/emotional learning by determining the needs of our students and effectiveness of programming.

- The students at the Rodman Early Childhood Program have made significant gains in developing crucial early literacy skills predictive of third grade reading success indicating we have met our first priority of increasing student achievement in early literacy skills. Through staff training, implementation of new programming and consistent progress monitoring we feel secure in this area.
- We have made significant progress toward our goal of increasing student awareness in respecting differences in race and culture utilizing the social science and history standards. This work entailed a review of classroom literature, adding additional pieces, a school wide initiative regarding kindness and respect and an ongoing family component we have made significant gains in this area and look forward to continuing and building upon the work we have done.
- Finally, we have made significant progress toward our priority of analyzing the social emotional needs of our students and the effectiveness of our current programming. With this valuable data, we can now begin the work of developing a multi-tiered system of support in the social and emotional domain.

## 2020-21 Rodman Early Childhood Program School Priority #1: Transforming Teaching & Learning

Increase student achievement in early literacy skills.

**Rationale:** As early literacy skills are foundational for student success in the elementary years, we must provide effective and explicit literacy instruction in the preschool years. There is a direct correlation between strong early literacy skills and third grade reading proficiency. (National Early Literacy Panel Study 2002)

### Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvements

3.1 Designing student learning and growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Receive training to understand phonological awareness development and the importance of these skills.	Early Childhood Coordinator Reading Specialist	Nov.-Mar	Professional Development Time Funding	<ul style="list-style-type: none"> <li>100% of teaching staff received training on Foundations of Reading, Lively Letters Program and the Heggerty Phonemic Awareness Program.</li> </ul>
Implement Heggerty Phonological and Phonemic Awareness Curriculum in all classrooms.	Classroom Staff	Nov.-June	Heggerty Curriculum Manuals	<ul style="list-style-type: none"> <li>All classrooms began implementing the Heggerty Phonological and Phonemic Awareness Program daily by mid October.</li> </ul>
Receive training and implement Lively Letters phonics curriculum.	Early Childhood Coordinator Lively Letters Trainer	Nov.	Professional Development Manual and supporting materials	<ul style="list-style-type: none"> <li>In November all classroom staff received eight hours of training on the Reading with TLC Lively Letters Curriculum. Implementation of program began in mid November and the program is implemented daily.</li> </ul>
Conduct progress monitoring using Heggerty Phonemic Awareness Screener and curriculum based measures.	Classroom Teachers	Dec. Feb. Apr. June	Screener	<ul style="list-style-type: none"> <li>Progress monitoring occurred to gather baseline data and again to review mid-year data. End of year data review will be done in June. Data analysis included student performance on identifying all letters/sounds targeted in Lively Letters and all phonological skills falling within the Heggerty program.</li> </ul>

<p>Analyze results of progress monitoring and deliver data driven instruction appropriate for students based on results of progress monitoring.</p>	<p>Classroom Staff SLP Student Services Coordinator Early Childhood Coordinator</p>	<p>Dec. Feb. Apr. June</p>	<p>Time</p>	<ul style="list-style-type: none"> <li>• Staff engaged in two rounds of data analysis with the third happening in mid June to identify patterns in student achievement and challenges and to identify students requiring additional, focused instruction and support. This work resulted in changes to instruction and pedagogy and a further review of progress on two students.</li> </ul>
<p>Support student learning by increasing family literacy access with take home bags and lending libraries.</p>	<p>Classroom Staff</p>	<p>January- June</p>	<p>Material Bags Additional Books</p>	<ul style="list-style-type: none"> <li>• Student performance related to the ability to identify rhyming words was assessed initially and again at mid year. Based on these results, students received take home literacy bags to reinforce this skill.</li> <li>• Additional bags have been created to support letter identification and isolating beginning sounds. These will be available for families to access when it is safe to share a variety of soft materials that cannot be disinfected easily. These bags were created with funding from a CAPE grant.</li> </ul>

## 2020-21 Rodman Early Childhood Program Priority #2: Achieving Educational Excellence & Ensuring Educational Equity

Increase student awareness and respect for differences in race and culture utilizing the social science and history common core standards.

**Rationale :** “An effective history and social science education incorporates diverse perspectives and acknowledges that perceptions of events are affected by race, ethnicity, culture, religion, education, gender, gender identity, sexual orientation, disability, and personal experience.” -DESE. Young children develop bias by the age of four. Students must engage with a curriculum designed to positively portray people of all race, culture, ability, age and gender in order to address the developing bias.

### Strategic Areas of Focus:

- 1.1 Educational equity
- 1.4 Equitable access to high quality instruction

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Review and implement a unit of study designed to meet the Social Science and History common core standards with a focus on helping students see themselves as important members of our preschool and Canton community.	Classroom Staff	Nov.-June	Identified pieces of children's literature	<ul style="list-style-type: none"> <li>• Curriculum noted was in lesson plans and observations throughout the school year.</li> </ul>
Increase access to books within the classroom to positively reflect people of all race, culture, ability, age and gender	Early Childhood Coordinator Classroom Staff	Nov.-June	Funding	<ul style="list-style-type: none"> <li>• Review of classroom libraries during teacher observations on 16/16 occasions reflect all students in the class and all identified groups.</li> <li>• The school was able to purchase 211 books for classroom libraries to support this.</li> </ul>
Develop students' self awareness of their own family, race and culture by incorporating monthly family projects to be shared and displayed at school.	Classroom Staff Early Childhood Coordinator	Dec.-June	Planning Time Materials	<ul style="list-style-type: none"> <li>• Participation rates of family projects.</li> <li>• Observations of students during time of read alouds reflect various races and cultures and the students within the classroom.</li> <li>• Increased social and emotional development in the area of self awareness as demonstrated in social thinking curriculum and data.</li> <li>• Family Banners and seasonal family activities were displayed throughout the school.</li> </ul>

<p>Develop students' understanding of fairness, friendship, responsibility and respect.</p>	<p>Classroom Staff</p>	<p>Nov.-June</p>	<p>Children's Literature Time</p>	<ul style="list-style-type: none"> <li>• Increased social and emotional skills within the classroom including student's ability to form meaningful friendships and begin to navigate conflict is apparent through observation of intentional lessons and teachable moments to focus on fairness, friendship, responsibility, and respect.</li> </ul>
---	------------------------	------------------	-----------------------------------	--

## 2020-21 Rodman Early Childhood Program School Priority #3 Social/Emotional Learning

Review and analyze current SEL needs and effectiveness of programming within the preschool resulting in a tiered system of instruction for preschoolers.

**Rationale:** Social emotional development is key to success in life. Having strong social emotional skills assists students in accessing curriculum, developing relationships with peers and ensuring mental health wellness.

### Strategic Areas of Focus:

- 2.1 Social and emotional learning
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Implement the Behavior and Emotional (BESS) screener to identify student needs.	School Psychologist Early Childhood Coordinator Classroom Staff	January-February	Screener Time	<ul style="list-style-type: none"> <li>The screener was completed by classroom staff and families of 28 students in early March and demonstrated a need for additional classroom support and parent training to assist children exhibiting signs of anxiety and depression. In this area, 28% of students screened were identified as having an elevated risk.</li> </ul>
Educate parents/guardians on the importance of and stages of social emotional development.	School Psychologist Early Childhood Coordinator Home To School Interventionist	January	Presentation Materials to share with families.	<ul style="list-style-type: none"> <li>A parent training was offered by our school psychologist and the content was then shared with our school community.</li> </ul>
Host monthly parent support groups.	Early Childhood Coordinator Home to School Interventionist	Dec.-June	Materials & Resources	<ul style="list-style-type: none"> <li>Parent support groups yielded minimal participation however, our school psychologist offered drop in sessions and individual times to meet with parents which was very successful. Throughout the school year, 13 families (28%) accessed her support.</li> </ul>
Survey parents to gain understanding of student SEL needs.	School Psychologist Early Childhood Coordinator	January	Survey	<ul style="list-style-type: none"> <li>This action step was met through the distribution of the BESS screener and through parent conversations and parent drop in sessions with the school psychologist and early childhood coordinator. Generally, parents find difficult behavior challenging and need support handling behaviors that may arise from anxiety.</li> </ul>
Increase availability of parent resources.	School Psychologist	Jan.-June	Virtual materials	<ul style="list-style-type: none"> <li>The program was able to purchase forty eight books for a parent resource library in the areas of autism, shyness, anxiety,</li> </ul>

				behavior and discipline, sibling rivalry, self regulation, executive function, social skills and attachment.
Identify data points to assess within the current SEL curriculum.	School Psychologist Classroom Staff	Dec.-Jan.	Curriculum Collaborative Time	<ul style="list-style-type: none"> <li>• Student data reflected a need to address issues of anxiety and depression in young children. A review of the main components of the social thinking curriculum determined that strategies to assist students in these areas are not currently included in the curriculum. The curriculum is designed to foster social skills and does not address emotional development.</li> </ul>
Collect and analyze data based on identified points resulting in changes to instruction and programming.	School Psychologist Classroom Staff Early Childhood Coordinator	Feb.-June	Collaborative Time	<ul style="list-style-type: none"> <li>• Screening data was analyzed and demonstrated a need to better support students who may be predisposed to, or presenting with signs of anxiety and depression. Staff identified the need for proactive strategies to build protective skills and strategies for children and families.</li> </ul>