



Moody PreSchool

2022-2025

## SCHOOL IMPROVEMENT PLAN

*\*updated 2024-2025 school year*

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**SCHOOL SITE COUNCIL MEMBERS**

Moody Schools

School Improvement Council    YEAR 2024-2025

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## TABLE OF CONTENTS

Moody School	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 inclusive 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. Pre-K 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. There are 20 special education teachers, 45 educational support personnel, 5 speech and language pathologists, 3 speech and language pathology assistants, 1 board-certified behavior analyst, 5 registered behavior technicians, 1 teacher of the deaf and hard of hearing, 1 teacher of the visually impaired, 3 specialist teachers (art, music, PE), 2 occupational therapists, 2 occupational therapy assistants, 2 physical therapists, and 3 education team facilitators who 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 learners with various educational opportunities to promote an early start for school success. We will strive to develop skills and provide opportunities to enrich each child's social, emotional, physical, cognitive, intellectual, and creative abilities.
SCHOOL MISSION STATEMENT
At Moody School, our mission is to provide a high-quality, structured educational program that meets the rigorous standards of DESE within a safe, nurturing environment where all children thrive. Recognizing each child as a unique individual, we are dedicated to cultivating the skills, habits, and mindsets essential for lifelong learning and personal growth. Education at Moody is a shared commitment among all school community members, fostering a respectful, inclusive atmosphere that celebrates diversity and supports each family.
OVERARCHING OR THEMATIC GOAL

Creating and sustaining an effective, collaborative Professional Learning Community (PLC) directly impacts learner growth. Every educator is invested in each learner's development, supported by the collaboration and shared expertise among colleagues. Through professional conversations within the PLC, learning experiences are enriched, forming a strong foundation for instructional improvements. This approach ensures that all learners are progressing in academic, cognitive, fine motor, gross motor, and social-emotional goals.

#### THEORY OF ACTION

By strengthening our Professional Learning Community at Moody School, we will enhance collaboration among educators, leading to improved instructional practices and shared expertise. As a result, all learners will benefit from more rigorous and tailored instruction, comprehensive social-emotional and behavioral support, and effective interventions. This strengthened PLC will ensure that every learner has access to an age-appropriate curriculum in reading, writing, and math, as well as enriching social-emotional learning experiences. Ultimately, these efforts will lead to increased learner achievement and a more supportive educational environment.

#### 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) -

- Pre-K Inclusion: 5:1
- Substantially Sub-separate: 2.5:1

### B. Professional Development for School Staff

- Emphasize working with culturally and linguistically diverse learners.
- Monthly Curriculum Meetings: Collaborative discussions to enhance curriculum effectiveness.
- Monthly Building Meetings: Focused on school-wide goals and initiatives.
- Monthly Crisis Team Meetings: Addressing safety and support strategies.
- District-wide Professional Development Plan: Aligning with broader educational goals and resources.
- Biweekly Professional Learning Community Meetings: Sharing best practices and instructional strategies.
- Biweekly Instructional Support Team Meetings: Providing targeted support for learners and teachers.

### C. Enhancement of parental/stakeholder involvement/engagement

- Monthly PTO Meetings: Opportunities for parents and stakeholders to collaborate and contribute.
- Monthly Communication from Teachers: Regular updates to keep families informed about classroom activities and student progress.
- Parent/Teacher Conferences (2 times a year): Dedicated time for discussions on learner development and goals.
- Report Card/Progress Updates (3 times a year): Providing families with insights into learner achievement and areas for growth.
- Open House Evening Events (2 times a year): Engaging family participation and fostering community connections.

### D. School safety, discipline, attendance

- Address absenteeism is currently at 26%.
- Implement the ALICE safety protocol, which includes comprehensive training and two full school drills.
- Conduct quarterly fire drills to ensure preparedness and safety.

### E. Establishing a Respectful and Inclusive School Environment

- Create a school environment rooted in tolerance and respect for all groups.
- Ensure that all learners feel welcomed and accepted.

- Provide regular updates to staff on policy changes.
- Conduct staff meetings with an emphasis on the language we use when discussing learners:
- First Meeting in Fall: Focus on the idea that every learner's success belongs to the entire Moody Preschool community.
- Second Meeting in Winter: Highlight the importance of how we communicate about learners with one another.
- Implement monthly informal check-ins to support both teacher and learner mental health.

F. Meeting the diverse learning needs of all students

- Opportunities for Inclusion: All learners are provided with inclusive opportunities.
- IEPs Implemented with Fidelity: Individualized Education Plans are implemented consistently to ensure appropriate supports are effectively in place.
- PLCs are Utilized to Ensure Best Practices and Collaboration: Professional Learning Communities (PLCs) are actively engaged in addressing learner needs and sharing effective strategies collaboratively.
- Intervention Support Team Meetings: Focused on ensuring all learners can access and succeed in the educational environment

## SCHOOL HIGHLIGHTS - Highlights and/or Challenges for School Year 2024-2025.

1. Instruction by highly qualified professional staff
  - a. All Moody Preschool educators and therapists are certified and/or licensed in their respective fields.
  - b. Regular observations are conducted to promote professional development.
  - c. Monthly curriculum meetings are held to support staff learning and growth.
2. Professional development for teachers, support staff, and paraprofessionals
  - a. District-wide professional development opportunities for all educators.
  - b. Tailored professional development programs are designed for paraprofessionals to enhance aligned special education practices.
  - c. Monthly curriculum meetings facilitate collaboration on instructional strategies and best practices.
  - d. Regular observations and coaching sessions provide ongoing support and growth for staff.
3. Implement strategies to attract high-quality and qualified teachers to high-needs schools.
  - a. Our goal is to ensure that 100% of teachers are appropriately certified.
  - b. Outreach to prospective employees is conducted through the District HR Department, utilizing online advertising and inter-agency networking.
  - c. We maintain partnerships with several institutions of higher education to support practicums and fellowships (e.g., Merrimack Fellows) as a potential pipeline for future teachers.
  - d. Upon hiring, all new teachers are assigned a mentor and participate in the HPS Induction and Mentoring Program.
  - e. HPS offers numerous high-quality professional development experiences to foster continuous professional growth for all educators.
4. Strategies to increase parental involvement in student achievement
  - a. Teachers proactively reach out to parents to discuss learner progress.
  - b. Two evening parent/teacher conferences are held each year to accommodate family schedules.
  - c. An Open House at the beginning of the year welcomes new parents and learners to the school community.
  - d. Students who begin the school year after the initial start are offered a classroom tour on Fridays.



- e. Two evening family socials are organized each year to engage parents and families in a welcoming environment.
5. In order to support students transitioning from Preschool to Kindergarten, Haverhill Public Schools does the following:
    - a. In order to support students transitioning from Preschool to Kindergarten, Haverhill Public Schools does the following:
    - b. Kindergarten information nights
    - c. Notices and flyers are distributed to parents, and community pre-school providers
    - d. School visits and tours
    - e. SEPAC session specific to Kindergarten readiness skills
    - f. Preschool Resource Fair
    - g. 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 PLC Team Meetings: Discussions centered around assessment data and instructional strategies.
    - b. Monthly Building Meetings: Opportunities for all staff to engage in conversations about assessments and their implications.
    - c. Monthly Curriculum Meetings: Collaboration on curriculum effectiveness and alignment with assessment outcomes.
    - d. Student-Specific Meetings: Inclusion of assessment discussions in pre-referral, evaluation, IEP, and/or 504 meetings.
    - e. Instructional Support Team Monthly Meetings: Focused discussions on assessments and support strategies for individual learners.
  7. Timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance
    - a. Data Collection: Teachers collect data daily and weekly to monitor student progress.
    - b. Progress Monitoring Assessments: Regular assessments are conducted to track learner performance and identify areas for improvement.
    - c. Encouraging Parental Involvement: Parents are encouraged to actively participate in their child's learning process.
    - d. Collaboration with Early Intervention: Education Team Facilitators (ETFs) collaborate with Early Intervention (EI) teams to support students transitioning from EI to preschool, ensuring all necessary supports are in place.
    - e. Timely Documentation for Parents: ETFs provide timely documentation to parents regarding evaluations and meetings.
    - f. Full Continuum of Services: A comprehensive range of services is provided to meet the individual needs of every learner.
    - g. Instructional Support Team (IST) Involvement: The IST supports learners who do not receive IEP services but require additional assistance before referral to special education or during the referral process.
  8. Coordinate and integrate federal, state, and local programs and services
    - a. Daily Coordination with Special Education: Ongoing collaboration with special education services and IDEA grant-funded programs to support learners effectively.

- b. Consistent Communication with Early Intervention: Regular coordination with Early Intervention services to ensure smooth transitions for students.
- c. Collaboration with Local Programs: Coordination with other local programs, allowing Moody to share students across multiple programs when they attend outside of the Moody schedule.
- d. Engagement with Service Providers: Regular communication with each student's individual service providers to align support strategies.
- e. Collaboration with HPS/District Leadership: Coordination with HPS leadership and the Title I office to ensure effective budgetary management, staffing services, and Title I program evaluation.
- f. Service Alignment for Transitions: Coordination of services for children during their time at Moody and as they transition to elementary school, ensuring continuity of support as they matriculate to HPS elementary schools.
- g. Collaboration through the CPPI Grant: Utilization of the CPPI grant to expand access and opportunities for collaboration with city-wide programs to enhance student support.

#### 9. Technology Resources Available to Teachers:

- a. Laptop Computers: Each teacher has access to a laptop for writing IEPs, lesson planning, and other administrative tasks.
- b. iPads: These devices are available for both student use and data collection to enhance learning experiences.
- c. Classroom Smartboards: Equipped for interactive learning, smartboards support the district-wide PreK-2 phonics program, Letterland, and are also utilized for movement breaks, visual schedules, and other classroom activities.

#### 10. Capital Improvements

- a. Expansion of Moody Extension School: Enhancements to accommodate growing student needs and support program development.
- b. New Playground Installation at Moody Elementary School: A developmentally appropriate playground has been installed to benefit students.
- c. Upgraded Playground Materials at Moody Extension School: New materials have been added to the playground for the Moody Extension program, enhancing outdoor play experiences.
- d. New Classroom Furniture: Updated furniture has been provided at both sites to better align with program support and enhance the learning environment.

#### 11. Curriculum

- a. Letterland Phonics Program: Implementation of this phonics program to enhance early literacy skills.
- b. Handwriting Without Tears: Adoption of this program to support the development of literacy skills.
- c. PATHS Social Emotional Program: Implementation of this program to promote social-emotional learning among students.
- d. Monthly Curriculum Meetings: Regular meetings are held to ensure instructional alignment with state standards.
- e. Report Card Review: Ongoing review of report cards to align assessment practices with state standards.

- f. ACE Curriculum: Implementation of the ACE specifically for substantially separate programs to meet diverse learner needs.

## 12. Attendance

- a. Daily Attendance Tracking: Attendance is taken every day to monitor student participation.
- b. Family Communication: Families are contacted when a child is absent to emphasize the importance of regular attendance.

## SMART IMPROVEMENT GOALS

- By the end of the school year, 100% of students who started in September and showed room for improvement on their baseline assessments will move up one category in at least 3 ELA areas.

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 collect progress monitoring data.</p> <p>2. Teachers will implement the Handwriting Without Tears curriculum and Letterland.</p>	Teachers Therapists Support Staff Administrator	1. Universal Progress monitoring tool	1. By the end of the school year, 100% of students who started in September and showed room for improvement on their baseline assessments will move up one category in at least 3 ELA areas.	<p>1st Progress Monitoring Period 33% of students will have improved in 3 areas of ELA</p> <p>2nd Progress Monitoring Period % of students will have improved in 3 areas of ELA</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.</p> <p>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 be a 10% decrease in disruptive behavioral incidents across all classrooms.	By the end of the year, teachers will be able to name, identify and implement more effectively, the social emotional supports they are utilizing.	Bi-weekly check-ins with staff to: collaborate around behavioral needs, identify potential triggers and interventions, adjust individual student goals as needed	<p>Each month a meeting (curriculum, building, or Friday PLC meeting) will focus on social emotional learning and notes will reflect these conversations.</p> <p>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.</p>

- Improve Inclusion Program through the strengthened PLC by providing access points for students in substantially separate programs to begin in inclusions 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
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.	Teachers, ETFs, Director	Annual reviews and team meetings will be leveraged to re-evaluate student needs and the least restrictive environment.	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.	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.	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.