



**B.L.O.C.K.S. Preschool  
School Improvement Plan  
2021-2023**

## **Building Learning Opportunities for Children's Kindergarten Success BLOCKS Preschool**

### **Vision**

Students at BLOCKS Preschool will grow into confident, creative and considerate learners who develop the tools they need to be successful in life.

### **Mission**

BLOCKS Preschool is diverse and welcoming where all children have access to a rich learning environment that meets their individual social-emotional, physical, language and educational development.

### **Philosophy**

We value:

- Honoring each child's unique strengths and needs
- Learning through play
- Developmentally appropriate practices
- Child-centered decision-making
- Relevant, meaningful learning experiences
- Partnering with families
- Dedicated staff with early childhood expertise
- Building the foundation for lifelong learning

### **SCHOOL COUNCIL**

This document was created by the Director of Early Childhood Education, Rosario Alvarez, and reflects initiatives that have been a priority for students, staff and families. A School Council was created in the 2020-2021 school year. The creation of this council was interrupted due to families leaving our program because of the pandemic and/or children exiting to kindergarten.

#### **School Council Membership**

Rosario Alvarez (Director of Early Childhood Education)

Jannine Ricchiazzi(Faculty)

Renee Perry (Faculty)

Fairlee Fabrett (Parent)

Lindsay Fawkes(Parent)

#### **School Council Mission**

The Director of Early Childhood Education, in consultation with the School Council established pursuant to this section shall adopt educational goals for the schools consistent with the goals and standards including the student performance standards, adopted by the board pursuant to section one D of chapter sixty-nine, and consistent with any educational policies established for the district, shall assess the needs of the school in light of those goals, and shall formulate a School Improvement Plan to advance such goals, to address such needs and to improve student performance (Massachusetts General Laws Chapter 71, Section 59C).

#### **Development of the School Improvement Plan**

The school improvement plan which follows, was a collaborative effort by a staff representative of the school. The plan directly supports the Framingham Public Schools Strategic Plan: 2021-2023.

**Goal 1:**

Over the next three years, teachers will work collaboratively with the preschool curriculum team on the development and implementation of four additional integrated curriculum units with assessments that allow opportunities for student engagement, growth and achievement.

Action Steps	Strategic Plan Alignment	Timeline/Status
In the 2020-2021 school year, curriculum team members will be identified reflecting programs within BLOCKS Preschool and will follow pre-established format to create a timeline and develop additional units.	Pathways to Success 1., 1.2 Inclusivity & Support 2.1 Windows & Mirrors 3.1, 3.3	Year 2021
Curriculum team will present units to staff for implementation.	Pathways to Success 1.1,1.2,1.4 Windows & Mirrors 3.1	In progress/ongoing
Teachers will be provided opportunities for ongoing collaboration and reflection to review and provide direct input/feedback of unit implementation.	Pathways to Success 1.1, 1.2, 1.3, 1.4 Windows & Mirrors 3.3, 3.4	In progress/ongoing
Develop assessments for high leverage standards with modifications for a range of developmental levels.	Inclusivity & Support 1.3, 1.4	In progress/ongoing
Implement key lessons and assessments to provide analysis of children's performance and progress.	Pathways to Success 1.1,1.2,1.3, 1.4	In progress/ongoing
Collaborate with Elementary Curriculum facilitator and English Language Development coach to review units of study.	Pathways to Success 1.1, 1.2, 1.3, 1.4 Inclusivity & Support 2.1	In progress/ongoing
Create a school library of teacher resources, materials, and a series of culturally responsive lessons for teachers to access and use with students.	Pathways to Success 1.1, 1.2 Inclusivity & Support 2.1	In progress/ongoing
Final units/assessments will be accessible to preschool staff on Canvas Curriculum Library.	Pathways to Success 1.1	In progress/ongoing

**Goal 2:**

Cultivate an inclusive school culture that addresses social emotional wellness by strengthening relationships and incorporating structures and supports that allow for all students, staff and families to feel engaged, safe, and valued.

Action Steps	Strategic Plan Alignment	Timeline/Status
Identify individuals within FPS and our community to share their experiences, knowledge, cultural and racial justice perspectives that reflect our student population.	Pathways to Success 1.2 Inclusivity & Support 2.1, 2.2, 2.5 Building Relationships 4.1, 4.2	In progress/ongoing
Create a book study group for staff to deepen their understanding, knowledge and impact of our actions related to racial justice, culture, language and gender orientation (non-binary).	Inclusivity & Support 2.4 Windows and Mirrors 3.3	In progress/ongoing
Implement consistent teaching of identified Second Step units and lessons that support: school routines and expectations, identification of feelings, self-regulation and friendships.	Pathways to Success 1.1,1.2,1.3, 1.4 Inclusivity & Support 2.1, 2.2	In progress/ongoing
Continue the use and expansion of school wide Positive Behavior Support structures and interventions.	Pathways to Success 1.1 Inclusivity & Support 2.1, 2.2	In progress/ongoing
Develop a school-wide process to resolve conflicts utilizing restorative practices that align to the district's code of conduct. Identify Restorative Practice Leaders within the school to participate on the Social Emotional Learning (SEL) Leadership Team.	Inclusivity & Support 2.1, 2.2, 2.4	In progress/ongoing
Support social-emotional learning through family/community workshops on topics specific to Social Emotional Learning.	Inclusivity & Support 2.5 Building Relationships 4.1, 4.2	In progress/ongoing
Maintain consistent positive communication with families	Inclusivity & Support 2.5 Building Relationships 4.1, 4.2	In progress/ongoing

**Goal 3:**

Strengthen school, family, and organizational partnerships and engagement for all members of the school community. Create an inclusive environment and provide families with consistent and equal access to communications, activities, and decision-making opportunities.

Action Steps	Strategic Plan Alignment	Timeline/Status
Provide overview of PTO and School Council virtual meeting dates, key responsibilities and opportunities for participation. Recruit parents to reflect the programs and student populations at BLOCKS.	Inclusivity & Support 2.1, 2.5 Building Relationships 4.1, 4.2, 4.3	In progress/ongoing
Create pathways to develop relationships with families so that all stakeholders are able to truly engage in school activities and decision making.	Inclusivity & Support 2.1,2.5 Building Relationships 4.1, 4.2, 4.3	In progress/ongoing
Offer opportunities for families to connect with each other and staff to discuss topics related to children's education and development.	Inclusivity & Support 2.1, 2.5 Building Relationships 4.1, 4.2, 4.3	In progress/ongoing

**Goal 4:**

Over the next three years, we will continue to work collaboratively with higher education, community partners, foundations, and other key stakeholders to begin the implementation and continued expansion of Universal Pre-K (UPK) in Framingham.

Action Steps	Strategic Plan Alignment	Timeline/Status
Work collaboratively with the district leadership team to identify and engage potential community partners, foundations, business leaders and higher education interested in supporting Universal Pre-K (UPK) initiative in Framingham.	Inclusivity & Support 2.3, 2.5 Building Relationships 4.3 Equitable Access 5.2, 5.3, 5.4	In progress/ongoing
Identify future space for UPK expansion within the community and FPS schools.	Building Relationships 4.3 Equitable Access 5.3	In progress/ongoing
Collaborate with the Community Resource Development office to implement consistent procedures and attendance expectations for financial support/scholarships for UPK.	Inclusivity & Support 2.1, 2.3 Building Relationships 4.3	In progress/ongoing
Pilot UPK in community partner sites.	Building Relationships 4.3 Equitable Access 5.2, 5.3, 5.4	Year 1, 2, 3