

**Academy of Early Learning
School Improvement Plan
2025-2026**

AEL Vision:

Rooted in a Co-Created Culture of Care & Communication and through a developmental lens of early childhood, we commit to:

- Nurture a sense of wonder, curiosity, problem solving and love of learning
- Remove barriers through a mindset and use of Universal Design for Learning and Differentiation Strategies
- Acknowledge and promote the powerful impact of Early Childhood Education in the success of Greenfield Public Schools' youngest learners and their families.

Goal #1: (Learning Standards) By the end of the year, 100% of PreK teachers will be able to clearly explain at least three key preschool learning standards and demonstrate how they are integrated into their daily lesson plans and class activities, as measured by learning walks and a brief reflective conference with colleagues and the principal.

Implementation Strategies	Time	Who	Resources	Current Status
Review and select power standards for focus from PreK DESE standards, focus in Literacy & Numeracy.	Faculty Meetings throughout the year	All Unit A staff Periodic inclusion of Unit C staff Keep Service Providers informed	Standards notebooks for each classroom teacher	Literacy and numeracy standards chosen
Professional development held to explore each power standard, design lessons, materials and "look fors" to use in classrooms during whole group small group and play.	Faculty Meetings throughout the year	ILT - for planning & implementing PD All Unit A staff Periodic inclusion of Unit C staff Keep Service Providers informed	Standards, Lesson planning format/template Storage system, easily accessible to staff	In planning stage ILT to sketch out plan for year

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Collegial Visits to classrooms	Faculty Meetings to be held in different classrooms each meeting	All staff	Access to classrooms “Tours” given by host teacher/team Protocol for questions, sharing ideas, reflections	Meetings are scheduled for different classrooms Sharing protocol for classroom visits in process
Goal #2: (UDL) By the end of the year, 100% of PreK teachers and staff will complete Professional Development on Universal Design Learning (UDL) and implement at least 2 UDL principles in their classroom practice, as evidenced by lesson plan documentation, peer observation, and/or reflective practices (i.e., journaling, conferencing, etc).				
Implementation Strategies	Time	Who	Resources	Current Status
Service Providers to provide Professional Development to support teachers & staff in using/implementing strategies to support all learners.	Faculty Meetings Intake Team Meetings (for planning) ILT Meetings	Intake Team Service Providers (SLP, OT, PT - possibly vision?) ILT	Materials to support necessary accommodations and to remove barriers (i.e., visuals, sensory tools, links to strategies)	In process of development and scheduling
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Push-In visits from Service Providers and Special Education teacher to model strategies	Scheduled push-in groups for SLPs PT Obstacle Course/Group time	SLP, OT, PT Special Education Teacher	Teachers & staff will be present during push-in times	SLP groups and PT groups are happening already SPED teacher schedule

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	each Monday Schedule for SPED teacher push-in			is being developed and refined as needed
Goal #3: (Data Collection/Progress Monitoring) By the end of the year, 100% of PreK teachers and staff will check for understanding (e.g., developmental checklists, observational notes, curriculum checklists/assessments or portfolio samples) at least once monthly to identify one area for instructional improvement or targeted support. Staff will document their findings (i.e., IEP notes, progress report notes, checklists, etc.) and planned strategies in a data reflection form, which will be reviewed during monthly coaching check-ins with principal.				
Implementation Strategies	Time	Who	Resources	Current Status
All students will engage in phonemic awareness assessment/ progress monitoring	November February May	Teachers IAs	Heggerty	Have materials Need to role out plan for how we will implement
Teachers will utilize data sheets to collect information/track behaviors of concern	1:1 consultation with sped teacher and/or principal As needed	Sped Teacher Principal Teachers IAs	Data tracking sheets	Sped teacher has begun to develop tracking sheets, met with teachers 1:1 to discuss and model use of sheets
Input biweekly data into powerschool to track progress on standards	biweekly	teachers	Powerschool standards	Have reviewed standards Principal communicates with Central office/data/lt to update powerschool rubrics