

Overview:

The purpose of this document is to provide an overview of our school improvement plan. The Somerville Public Schools' Strategic Plan was used as a launching pad to create the priority areas seen in this document. Additionally, the work of the following teams was used to produce the content of this plan:

- Capuano ILT
- Capuano School Improvement Council
- Capuano Common Planning Teams

The priorities will guide the focus of our school. Additionally, the priorities and goals will be used to inform the work leadership teams and all staff this year. This includes, but is not limited to the following groups and spaces: Instructional Leadership Team (ILT), Child Study Team (CST), Common Planning Teams, and Schoolwide Professional Development.

Vision:

We envision an inclusive, student-centered early learning community where every young learner is celebrated for their unique strengths, backgrounds, and experiences. Our Early Education Center is dedicated to fostering a nurturing environment that empowers each child to thrive academically, socially, and emotionally. Through personalized supports and equitable access to rich learning opportunities, we aim to build a strong foundation for lifelong curiosity, confidence, and growth.

Mission:

Michael E. Capuano Early Childhood Center is driven by the mission of providing our students with extensive, varied and developmentally appropriate learning opportunities that will help each child grow intellectually, physically, emotionally and socially in a safe and nurturing school environment. We recognize parents and caregivers as their child's first teacher and encourage their active involvement in their child's education, both at home and at school.

Core Values:

Community is a welcoming group with a common purpose that supports the care, equity, and rights of one another resulting in ongoing respect and trust.

Care is providing an environment that supports the emotional and physical needs of everyone and creating meaningful relationships among individuals, family, and communities.

Equity is advocating for the rights of all people including children, their families, and one another to access everything needed to learn and grow.

Respect is valuing and showing appreciation for the worth of one another.

Trust is a reliance on, and the confidence in, the integrity, strength, surety, and ability of a person or entity.

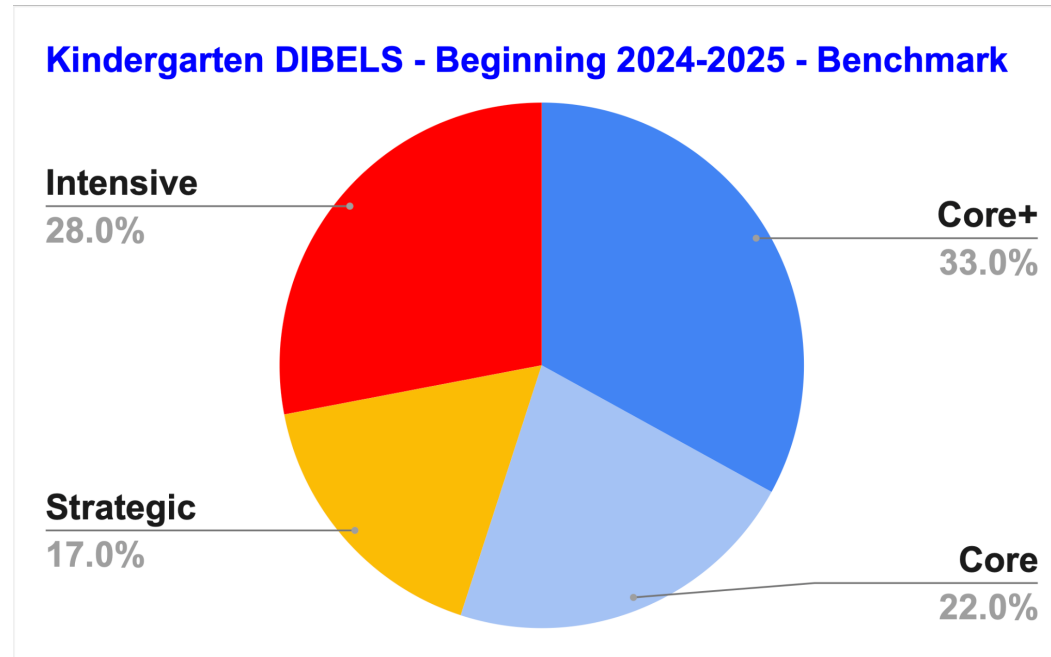
PRIORITIES			
Academic Excellence Implement high-quality, evidenced-based, and culturally responsive PK-12 curriculum. Due to the implementation of a new literacy curriculum for PK and the addition of a Fall DIBELS assessment to establish a clear benchmark, our goal is to ensure measurable progress in foundational literacy skills.	Equity and Access Develop a comprehensive system to disrupt persistent disparities across various student populations, with a particular focus on combating racial and ethnic inequities	Wellness and Joy Strengthen implementation of evidenced-based and culturally responsive social and emotional PK-12 curriculum	Family and Community Engagement Leverage families as partners in learning, recognizing them as their children's first educators and as critical drivers of student success.
SMART GOALS			
1. By the end of the school year, through the implementation of targeted instruction and intervention, at least 60% of students will be at core for DIBELS, and 85% of students will be at benchmark on PELI, both of which measure foundational literacy skills, including alphabet knowledge and phonemic awareness.	2. By the end of the school year, through the implementation of targeted strategies and tier 2 instructional supports, at least 50% of identified language learners will be at benchmark in alphabet knowledge on the PELI assessment, and at least 35% at core on letter naming fluency on DIBELS.	3. By June 2025, at least 80% of students will demonstrate proficiency or exceed expectations in the domain of Self-Management and 70% of students in the domain of Conflict Management as measured by the school's SEL assessment tool aligned with DESE's SEL standards.	4. By the end of the school year, through the use of surveys and conversations with families, we will understand more about how families want to be communicated with, engaged at school school events, and involved in their child's learning.
ACTION STEPS/STRATEGIES			

1.1 Assess Baseline Data and Set Individualized Targets: Administer PELI and DIBELS assessments to determine students' current literacy levels. Set personalized learning targets for each student based on these results to address specific areas of need. 1.2 Implement Targeted Instruction and Interventions: Develop focused lesson plans on alphabet knowledge and phonemic awareness. Provide small-group or one-on-one interventions for students needing additional support, using evidence-based strategies and resources. 1.3 Monitor Progress and Adjust Instruction: Regularly track student progress through formative assessments and adjust instruction or interventions based on the data. Ensure that students are on track to meet the literacy improvement or mastery goal by the end of the year.	2.1 Implement Targeted Scaffolding Strategies: Design and integrate scaffolded instructional tasks into daily lessons, focusing on language comprehension. Use strategies like visual aids, simplified language, and sentence starters and frames to support language learners during instruction. 2.2 Provide Tier 2 Instructional Support: Offer small-group or individualized interventions for language learners who require additional support (Eg. PELI - 3 times per week small group). Use research-based Tier 2 strategies to improve language comprehension, such as vocabulary building, guided practice, and peer support. 2.3 Monitor and Adjust Based on Data: Regularly assess students' progress using the PELI and formative assessments. Analyze data to measure growth and identify students needing further support. Adjust instruction and scaffolding techniques accordingly to ensure language learners show measurable improvement by the end of the school year. 2.4 Fidelity Checks: Administrators, ILT members, and peers will conduct observations using <i>The Capuano Tiered Interventions</i> document (created and calibrated by the Common Planning Teams) during walkthroughs to assess the consistent and effective implementation of Tier 1 and Tier 2	3.1 Integrate SEL Instruction into Daily Routines: Incorporate explicit lessons on self-management and conflict management skills into the curriculum, using activities aligned with DESE's SEL standards. Reinforce these skills through role-playing scenarios, group discussions, and daily routines. This will be done through schoolwide Second Step curriculum implementation. 3.2 Provide Targeted Interventions for AIM Program Students: Identify aspects of VB-MAPP that correlate to the domains of Self-Management and Conflict Management. Use evidence-based practices such as visual supports, social stories, and behavioral reinforcement strategies to support increased self-regulation skills. 3.3 Monitor Progress and Adjust Instruction: Regularly assess all students using the school's SEL assessment tool and the VB-MAPP for AIM students. Use this data to track progress, identify areas of need, and adjust instructional strategies or interventions to ensure growth in self-management and conflict management.	4.1 Enhance Communication Channels: Use multiple platforms to share surveys and event information, including email, text messaging, social media, and flyers. Ensure messages are translated into families' preferred languages to improve accessibility. 4.2 Promote Surveys and Events Proactively: Use creative strategies to increase awareness, such as personalized invitations, reminders through automated systems, and incentives (e.g., small rewards for survey completion or event attendance). 4.3 Engage Families Through Feedback: Conduct brief surveys or focus groups to understand families' preferred communication methods, times and types of events, and any barriers that impede their attendance to school events, such as Open House, Parent Teacher Conference, etc. Use this feedback to tailor communication strategies and event planning. 4.4 Monitor and Adjust Quarterly: Track response and attendance rates quarterly, analyze trends, and identify barriers to participation. Adjust outreach strategies based on data, focusing efforts on underrepresented groups or less responsive families. 4.5 Create a resource bank for families: Collaborate with the Early Childhood Department to develop a
---	---	---	--

	interventions. These fidelity checks will ensure that targeted strategies and instructional supports are being delivered on a regular basis to support language learners' progress in alphabet knowledge and letter naming fluency.		Curriculum Resource Bank that supports families in engaging with their child's learning at home. This will include: • Identifying key learning areas where families can benefit from additional resources. • Collecting and organizing developmentally appropriate materials, such as literacy activities, math games, and social-emotional learning guides. • Ensuring accessibility by providing resources in multiple languages and formats (print, digital, video).
OUTCOMES/KEY PERFORMANCE INDICATORS			
At the end of the year: PELI - 85% at benchmark DIBELS - 60% at core	Pre-kindergarten Language Learners: PELI - 50% at benchmark Internal Letter Naming Fluency - 50% at target Kindergarten Language Learners: Internal Letter Naming Fluency: At least 80% "On Target" DIBELS - 35% at core	Social Emotional Learning Measure: Domain 2 (Self-Management): 80% Domain 4A (Conflict Management): 70%	Measures we will collect: Family attendance at community events Response rates to community surveys Resource bank of materials for families

Appendix A. Data to support

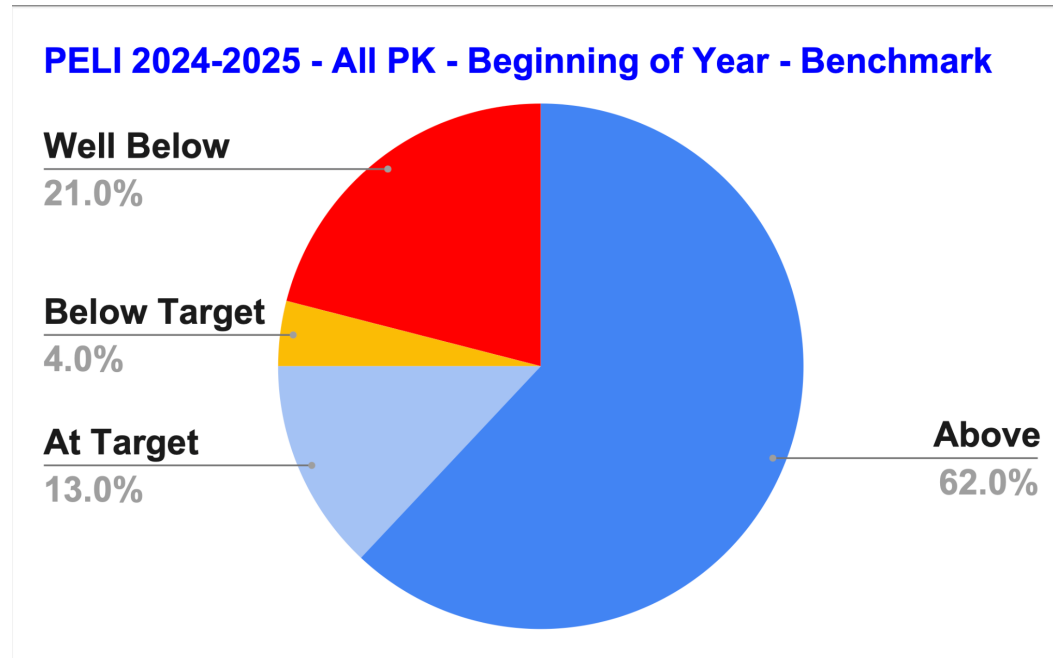
Charts to Support Goal 1:



This data represents the beginning-of-year DIBELS (Dynamic Indicators of Basic Early Literacy Skills) benchmark results for Kindergarten students in the 2024-2025 school year:

- 33% Core+ – Students performing above benchmark, indicating strong early literacy skills.
- 22% Core – Students meeting expected proficiency levels.
- 17% Strategic – Students needing some targeted support to strengthen literacy skills.
- 28% Intensive – A significant portion requiring intensive intervention to develop foundational literacy skills.

This suggests that while 55% of students are on track, 45% need additional support, with a focus on intensive intervention for nearly a third of the group.

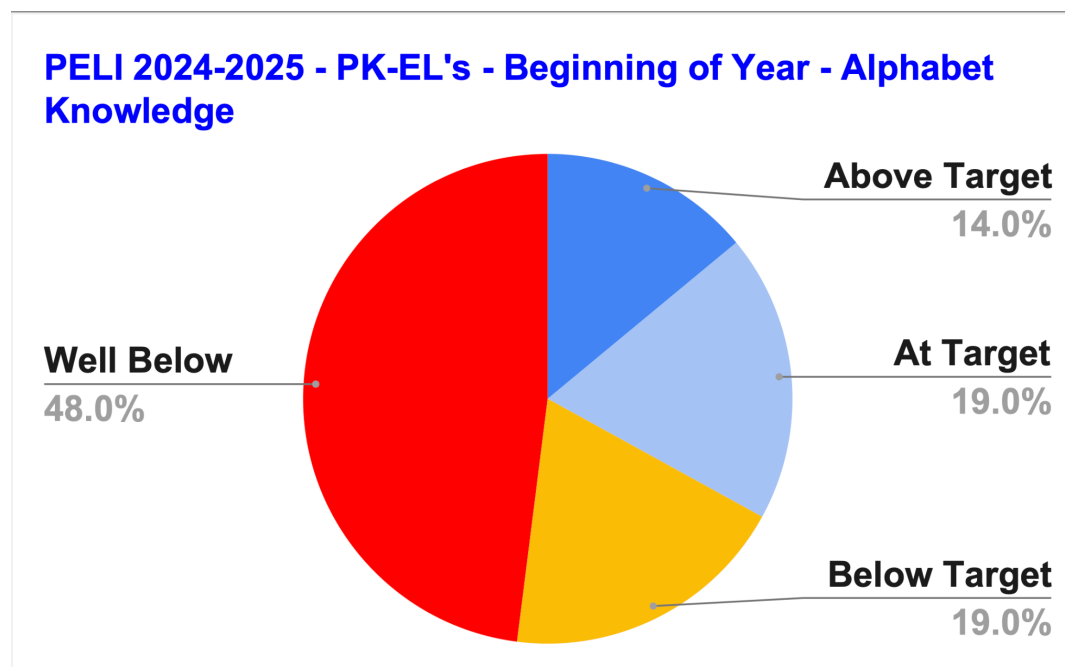


This data represents the beginning-of-year benchmark results for the 2024-2025 PELI (Preschool Early Literacy Indicators) assessment across all Pre-K students.

- **62% Above Target** – Majority of students are performing above the expected benchmark for early literacy skills.
- **13% At Target** – A smaller portion is meeting the benchmark expectations.
- **4% Below Target** – Few students need some support to reach proficiency.
- **21% Well Below Target** – A significant group requires intensive intervention to build foundational literacy skills.

This suggests a strong start overall, but with about 25% of students needing additional literacy support.

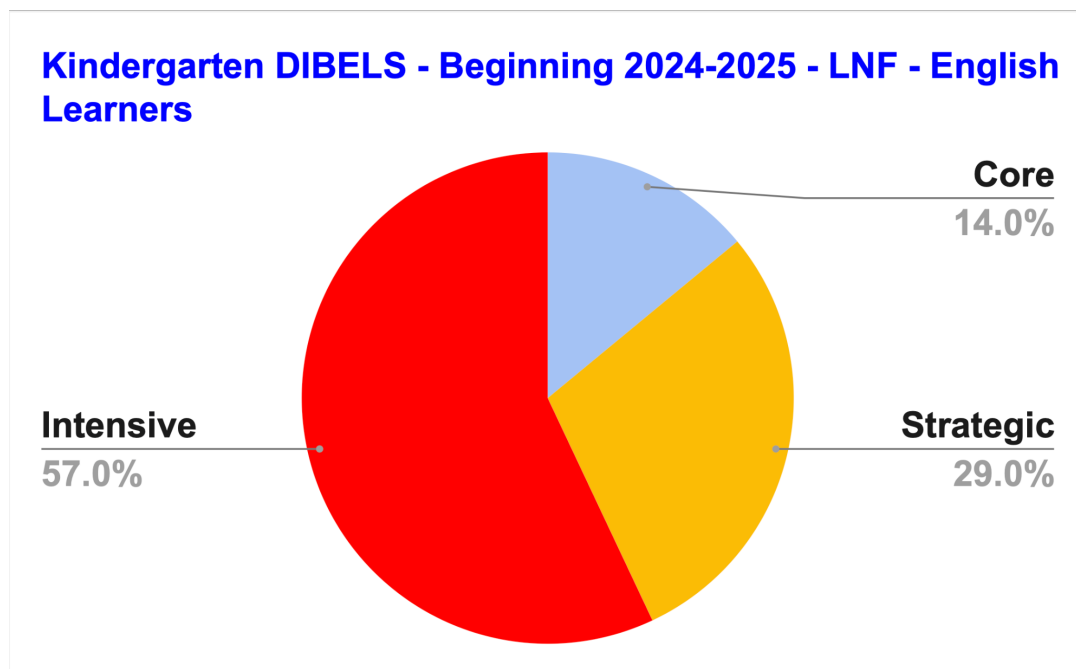
Charts to Support Goal 2:



This data represents the beginning-of-year PELI (Preschool Early Literacy Indicators) assessment results for PK-EL students (Preschool students identified as English Learners), specifically in Alphabet Knowledge during the 2024-2025 school year:

- 14% Above Target – A small group demonstrates advanced alphabet knowledge.
- 19% At Target – Meeting expectations for letter recognition.
- 19% Below Target – Needs some support to develop letter identification skills.
- 48% Well Below Target – Nearly half of the students require intensive intervention in learning the alphabet.

This highlights a critical need for focused instruction and language support, as 67% of PreKindergarten English Learners are below or well below target in alphabet knowledge.

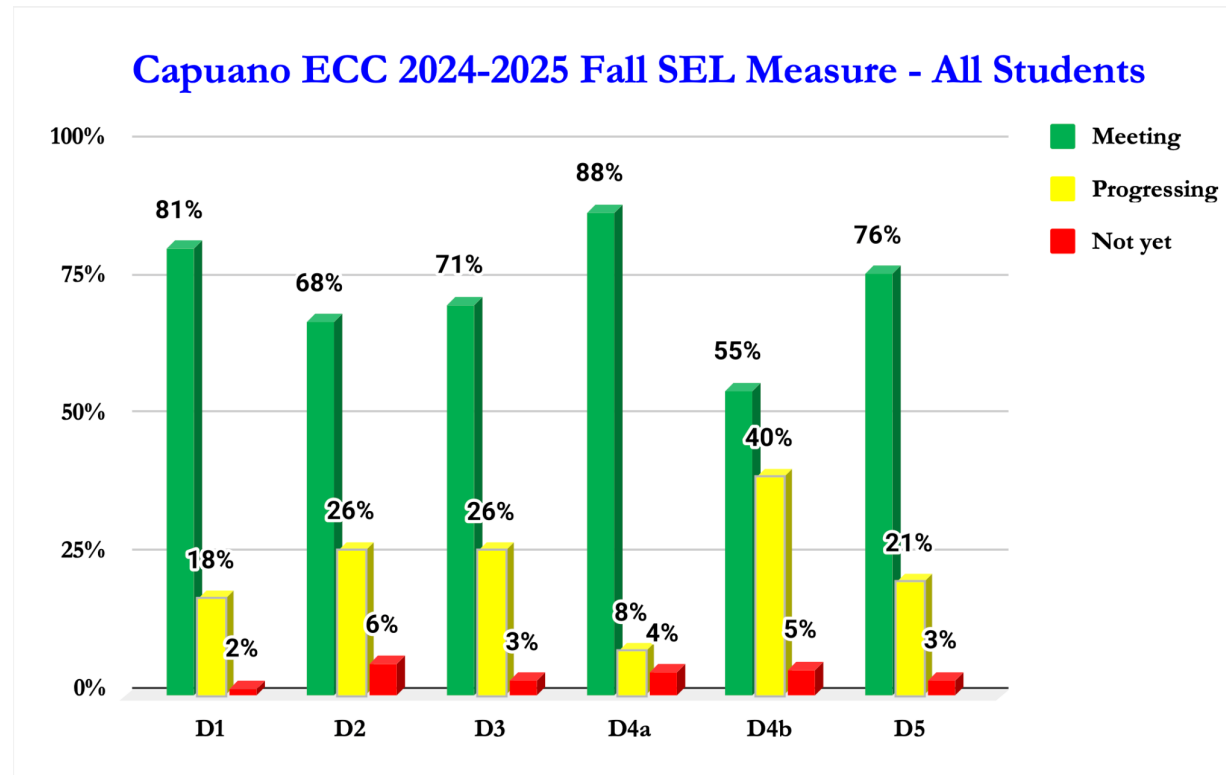


This data represents the beginning-of-year DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Letter Naming Fluency (LNF) assessment results for Kindergarten students identified as English Learners (ELs) in the 2024-2025 school year:

- 0% Core+ – No students are performing above benchmark in letter naming fluency.
- 14% Core – A small group is meeting the expected proficiency.
- 29% Strategic – Needs targeted support to improve letter recognition speed and accuracy.
- 57% Intensive – More than half of the students require significant intervention in letter naming fluency.

This data highlights a critical need for targeted literacy and language support, as 86% of Kindergarten EL students are below benchmark in letter naming fluency.

Charts to Support Goal 3:



This Fall 2024 Capuano Social-Emotional Learning (SEL) data provides insight into student progress based on the Massachusetts Department of Elementary and Secondary Education (DESE) SEL standards:

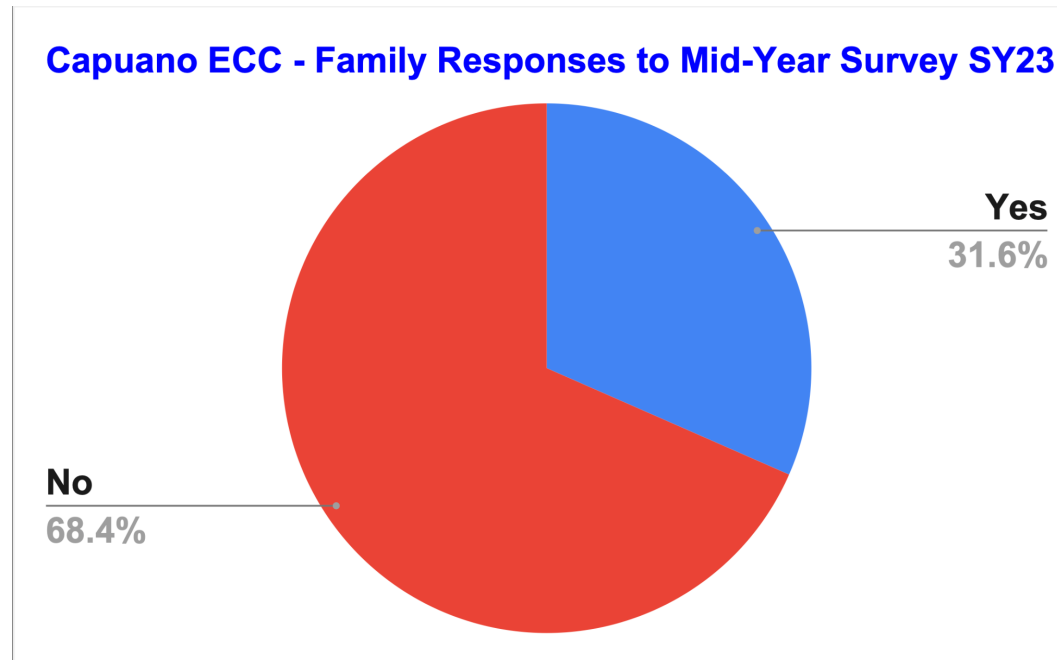
- D1 (Self-Awareness)
- D2 (Self-Management)
- D3 (Social Awareness)
- D4a (Relationship Skills - Communication & Cooperation)
- D4b (Relationship Skills - Conflict Resolution & Help-Seeking)
- D5 (Responsible Decision-Making) **(Cont'd on next page)**

Overall Summary & Recommendations

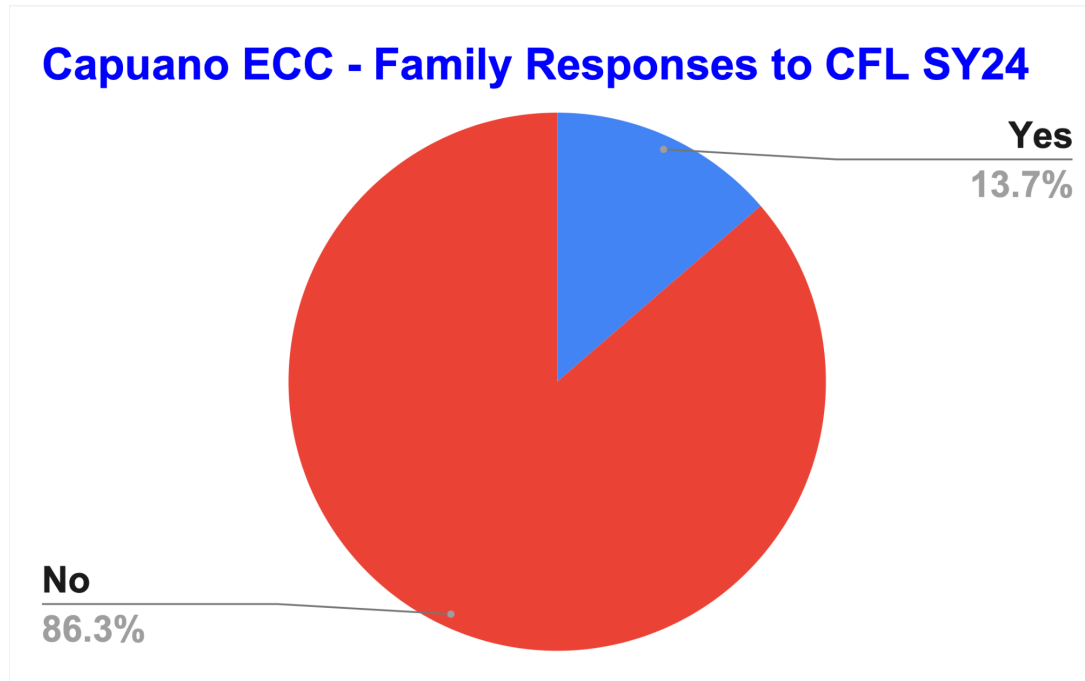
- **Strengths:** Students excel in relationship-building (D4a), self-awareness (D1), and responsible decision-making (D5).
- **Areas for Growth:** Conflict resolution (D4b) and self-management (D2) require more targeted support.

This data suggests that while most students demonstrate strong SEL skills, targeted interventions in conflict resolution and self-management will enhance overall social-emotional development.

Charts to Support Goal 4:



The Capuano Mid-Year Family Feedback Survey received responses from 60 families, while 130 families did not participate, resulting in a response rate of approximately 32%. This indicates a low level of family engagement in the survey, which may affect the representativeness of the feedback collected. Increasing family engagement in this survey is crucial for gathering meaningful insights to enhance the school environment and better address families' needs.



The 2024 Conditions for Learning Survey at Capuano received responses from 32 families, while 202 families did not participate, resulting in a very low response rate of approximately 14%. This significant lack of engagement suggests that a large majority of families may not feel motivated or able to provide feedback on their children's learning conditions. To address this, the school might consider implementing strategies to increase participation, such as simplifying the survey process, offering incentives for completion, providing translations, and conducting direct outreach to families. Enhancing family engagement in this survey is essential for gathering comprehensive insights that can inform improvements in the school environment and better support student needs.