



Michael E. Capuano
Early Childhood Center

School Improvement Plan Update

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Principal

Vision, Mission, Core Values

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.

Who Are We?

- 🐾 250 Capuano Cubs
- 🐾 184 PreKindergarten Cubs
- 🐾 60 Kindergarten Cubs
- 🐾 6 First Grade Cubs
- 🐾 ~80 staff members
- 🐾 40 paraprofessionals
- 🐾 175-200 new Cubs every school year



Enrollment by Race/Ethnicity (2025-26)			
Race	% of School	% of District	% of State
American Indian or Alaska Native	0.0	0.1	0.2
Asian	11.3	6.0	7.6
Black or African American	6.3	8.4	10.4
Hispanic or Latino	30.4	38.4	26.2
Multi-Race, Not Hispanic or Latino	14.6	7.2	4.8
Native Hawaiian or Other Pacific Islander	0.0	0.2	0.1
White	37.5	39.7	50.8

Academic Excellence

By the end of the school year, through the implementation of targeted instruction and intervention, at least 60% of students will be meet grade level expectations on DIBELS, and 85% of students will meet grade level expectations on PELI, both of which measure foundational literacy skills, including alphabet knowledge and phonemic awareness.

Academic Excellence Charts

DIBELS Scores (All Kindergarten Students)

Measure	Core Support (at grade level)	Core^ Support (at grade level)	Intensive Support (below grade level)	Strategic Support (well below grade level)	# on or above benchmark (grade level)
Composite (Beginning of Year)	6 (10.9%)	27 (49.1%)	12 (21.8%)	10 (18.2%)	33 (60%)
Composite (Middle of Year)	10 (21.3%)	15 (31.9%)	14 (29.8%)	8 (17%)	25 (53%)
Letter Naming (Beginning of Year)	33 (60%)	0 (0%)	12 (21.8%)	10 (18.2%)	33 (60%)
Letter Naming (Middle of Year)	30 (62.5%)	0 (0%)	12 (25%)	6 (12.5%)	30 (62%)

PELI Scores (All Students)

Measure	Above benchmark (at grade level)	At benchmark (at grade level)	Below benchmark (below grade level)	Well below benchmark (well below grade level)	# on or above benchmark (grade level)
Alphabet Knowledge (Middle of Year)	54 (55.1%)	20 (20.4%)	16 (16.3%)	8 (8.2%)	74 (75%)
Composite (Middle of Year)	65 (66.3%)	17 (17.3%)	5 (5.1%)	11 (11.2%)	82 (83%)

Academic Excellence Progress Updates

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.

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.

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.

A woman in a floral dress is singing into a microphone on a stage. To her right, a man in a patterned shirt and a hat is playing an acoustic guitar. The background features several educational posters: one with a butterfly labeled 'Butterfly', one with a tree labeled 'Summer Tree', and another with a tree labeled 'Autumn Tree'. A CUBO speaker is visible on the right side of the stage. The scene is overlaid with a green semi-transparent filter.

Equity and Access

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 on grade level in alphabet knowledge on the PELI assessment, and at least 35% on grade level on letter naming fluency on DIBELS.

Equity and Access Charts

DIBELS - MLE vs Non-MLE

Measure	Group	Core Support (at grade level)	Core^ Support (at grade level)	Intensive Support (below grade level)	Strategic Support (well below grade level)	# on or above grade level
Composite (Beginning of Year)	MLE	2 (10.5%)	2 (10.5%)	11 (57.9%)	4 (21.1%)	4 (21%)
	Non-MLE	4 (11.1%)	25 (69.4%)	1 (2.8%)	6 (16.7%)	29 (80%)
Composite (Middle of Year)	MLE	2 (11.1%)	0 (0%)	10 (55.6%)	6 (33.3%)	2 (11%)
	Non-MLE	8 (27.6%)	15 (51.7%)	4 (13.8%)	2 (6.9%)	23 (79%)
Letter Naming (Beginning of Year)	MLE	4 (21.1%)	0 (0%)	11 (57.9%)	4 (21.1%)	4 (21%)
	Non-MLE	29 (80.6%)	0 (0%)	1 (2.8%)	6 (16.7%)	29 (80%)
Letter Naming (Middle of Year)	MLE	6 (33.3%)	0 (0%)	10 (55.6%)	2 (11.1%)	6 (33%)
	Non-MLE	24 (80%)	0 (0%)	2 (6.7%)	4 (13.3%)	24 (80%)

Equity and Access Charts

PELI - MLE vs Non-MLE

Measure	Group	above benchmark (grade level)	at benchmark (grade level)	below benchmark (below grade level)	well below benchmark (below grade level)	# on or above benchmark (grade level)
Alphabet Knowledge (Middle of Year)	MLE	2 (20%)	1 (10%)	3 (30%)	4 (40%)	3 (30%)
	Non-MLE	52 (59.1%)	19 (21.6%)	13 (14.8%)	4 (4.5%)	71 (80%)
Composite (Middle of Year)	MLE	1 (10%)	1 (10%)	2 (20%)	6 (60%)	2 (20%)
	Non-MLE	64 (72.7%)	16 (18.2%)	3 (3.4%)	5 (5.7%)	80 (91%)

Equity and Access Progress Updates

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.

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 *The Capuano Tiered Interventions* document (created and calibrated by the Common Planning Teams) during walkthroughs to assess the consistent and effective implementation of Tier 1 and Tier 2 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.

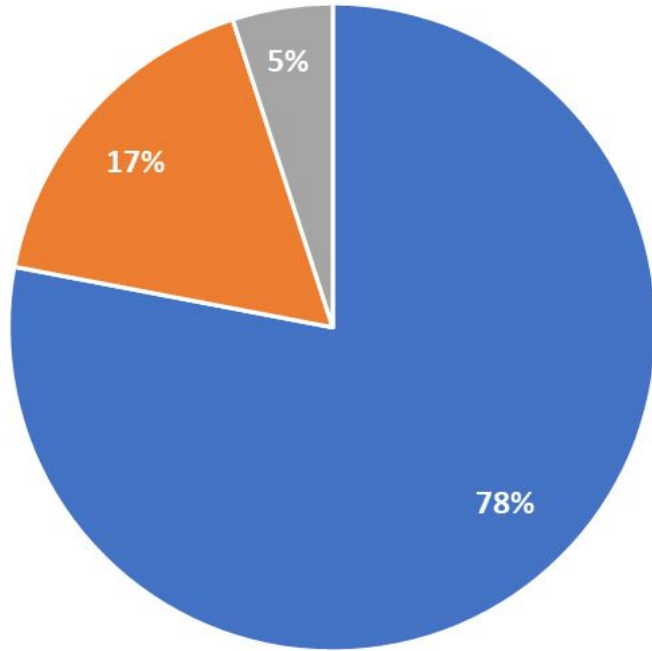


Wellness and Joy

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.

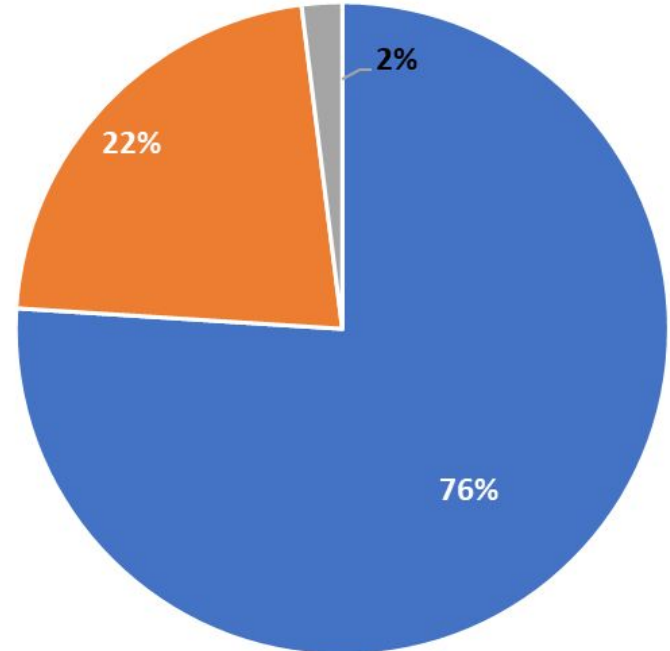
Wellness and Joy Charts

SEL Measure: Self Management



■ Meeting ■ Progressing ■ Not Yet

SEL Measure: Conflict Management



■ Meeting ■ Progressing ■ Not Yet

Wellness and Joy Progress Updates

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.

Family and Community Engagement

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.



Family and Community Engagement Charts

89% of the families have attended atleast 1 of the 3 events

Events	Attended
Conferences 2.12.2026	66%
Conferences 11.20.2025	70%
BTS Night 9/25/25	43%

Family and Community Engagement Progress Updates

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).

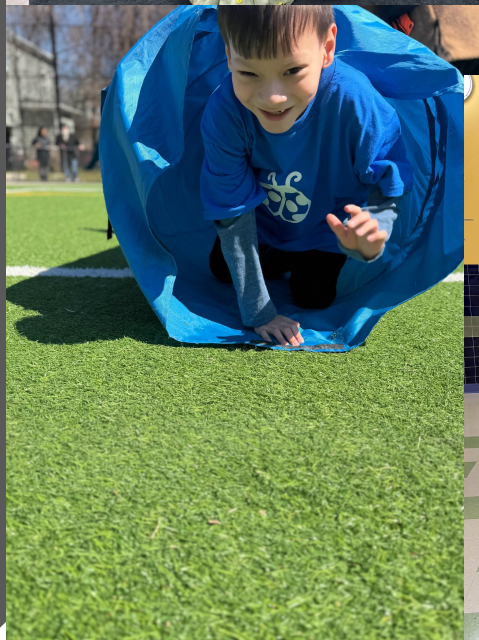
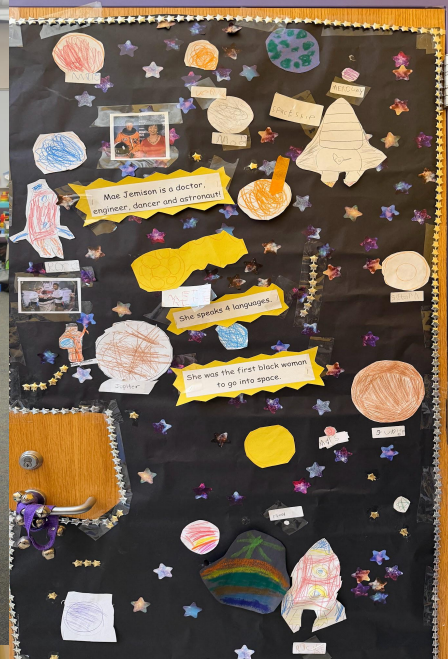
4.3 Engage Families Through Feedback: Conduct brief surveys or focus groups to understand families' preferred communication methods, times and types of events, and any barriers that impede their attendance to school events, such as Open House, Parent Teacher Conference, etc. Use this feedback to tailor 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 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)

Highlights



THANK YOU!

