

Rita E. Miller School

2023/2024

School Improvement Plan



Melissa Boylan, Principal
Heather Newman, Assistant Principal

School Improvement Plan

School Advisory Council Members:

| | | |
|----------------------|--------------------|------------------|
| 1) Melissa Boylan | Principal/Co-chair | Signature: _____ |
| 2) Aleksandra Mahady | Parent | Signature: _____ |
| 3) Colleen Tessier | Teacher | Signature: _____ |
| 4) Kira McGann | Teacher | Signature: _____ |
| 5) TBD | Representative | Signature: _____ |
| 6) Christie Champion | Parent | Signature: _____ |

School Improvement Plan Purpose

School Improvement Plans, as described by the legislation, are created to contain some or all of the following elements:

1. An assessment of:
 - The impact of class size on student performance
 - Student-to-teacher ratios
 - Ratios of students to other supportive adult resources
2. A scheduled plan for reducing class size, if deemed necessary
3. Professional development for the school's staff and allocation of any professional development funds in the school budget
4. Enhance of parental involvement in the life of the school
5. School safety and discipline
6. Establishment of a school environment characterized by tolerance and respect for all groups
7. Extra-curricular activities
8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs
9. Any further subjects the principal, in consultation with the school council, shall consider appropriate

School Data

Miller School

The Rita E. Miller School is one of three preschool to grade 2 schools in Westford, MA. Miller School's mission is to provide a happy, caring and stimulating learning environment where students will recognize and achieve towards their fullest potential. Miller school provides an environment where students and staff are physically and emotionally safe and promote creative thinkers and academic risk takers and honor diversity. Miller School recognizes that teaching social emotional and metacognitive skills such as growth mindset along with our core values S.P.I.R.I.T (Safety, Perseverance, Integrity, Respect, Inclusion and Teamwork) we help our students be positive members of the Westford community.

Student enrollment

| | Class #1 | Class #2 | Class #3 | Class #4 | Class #5 |
|---------------------|-----------------|-----------------|-----------------|------------------|-----------------|
| Pre-K | 15 | 18 | 8 | 1 (mixed prek-2) | |
| Kindergarten | 20 | 20 | 20 | 20 | |
| First Grade | 20 | 19 | 19 | 18 | 17 |
| Second Grade | 23 | 22 | 22 | 22 | |

Total Enrollment - 305



Highlighted Goal

Goal 1: To increase the knowledge of diversity, equity and inclusion, as well as implement instructional practices to meet the needs of all students in order to strengthen a sense of belonging of all staff and students.

| Strategy | Timeline | Responsible Parties | Resources Required | Success Measures |
|--|-----------------------------------|---|----------------------------------|---|
| Participate in and execute recommendations of the district equity audit. SDIP 1.1 | Concurrent with district timeline | Central Office Administrators, Building Administration | District Equity Audit results | Execution of school based recommendations. |
| Continue to provide staff with opportunities and materials to increase their understanding of culturally responsive instructional practices SDIP 2.4 | 2023-2024 school year | Building Administration Staff | School Budget & PD Opportunities | Professional development staff feedback surveys & New materials inventory |
| Continue to evaluate classroom libraries, mentor text and the school library to assure there are windows and mirror book representations SDIP 1.1 | 2023-2024 school year | DEI Coordinator, Librarian, Building Administration Staff | School Budget | Expanded and inventoried library collections |
| Expand the use of the resource Anti-Bias Building Blocks to reinforce building safe and comfortable classroom environments and understanding and appreciating differences. SDIP 2.4 | 2023-2024 school year | Classroom Teachers, Guidance Counselors | | Staff feedback surveys and lesson reflections |

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| Annual celebration of Neurodiversity Week in March SDIP 1.3 | March 2024 | Building Administration Staff | Neurodivergent Resources including websites, books, videos & slideshows | Agenda with activities Lesson plans Expanded book collection in the library |
| Begin to identify possible barriers in the learning environment" and/or Identify ways to engage learners with different learning styles SDIP 1.2 | 23-24 School Year | Miller school staff | UDL framework | Celebration of strategies in feedback Completed ISTs |
| Provide a developmentally appropriate overview of Westford Climate Roadmap to students SDIP 4.2 | 23-24 school year | Building Administration | Community Meeting presentation | Student completion of follow up activities. |



Highlighted Goal

Goal 2: To improve math and language arts proficiency by implementing research based practices while using data to inform instruction.

| Strategy | Timeline | Responsible Parties | Resources Required | Success Measures |
|---|--|---|-----------------------------------|---|
| Implementation of the new K-2 literacy curriculum SDIP 1.2 & 1.3 | Through the end of the 23-24 school year | Classroom Teachers Literacy Specialists Literacy Curriculum | New Curriculum chosen UFLI | Participation in the literacy pilot to support a decision of curriculum Training and professional development for implementation of the curriculum at a Tier 1 level Evaluative feedback on success of implementation Ongoing coaching |

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|--|--------------------------|---|---|---|
| | | Coordinator Building Administration | | |
| To revise the pre-K through 2 progress reports to align with standards and benchmarks SDIP 3.2 | Fall 2023 | Curriculum Coordinators Building Administration Classroom Teachers | Substitute Teachers | Revised benchmarks to support the report card Revised pre k report card |
| Continue to provide staff with education and training on science of reading practices, and how to embed them in the existing curriculum SDIP 1.3 | 2023-2024 school year | Curriculum Coordinator Literacy Specialists Building Administration | Professional Development Days Curriculum Meetings | Walk through evaluative observations Literacy data |
| Based on the newly implemented DIBELS 8, expand the implementation of progress monitoring, data analysis, and identification of interventions for Tier 1 students. SDIP 1.3 | 2023-2024 school year | Building Administration Literacy Curriculum Coordinator Literacy Specialists Classroom Teachers | | Progress monitoring booklets/data charts Grade level data team meeting agendas |
| Expand the use of the iReady Mid Year Diagnostic to inform Tier 1 instruction as well as Tier 2 and 3 intervention. SDIP 1.3 | 2023-2024 school year | Mathematics Curriculum Coordinator Building Administrators Classroom Teachers Math Interventionists | Curriculum Meetings | Students will increase proficiency as indicated on the MA Standards Report or the Instructional Grouping Report |

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| Utilize the iReady Growth Report to inform instruction and use the Tools for Instruction with students in small groups. SDIP 1.3 | 2023-2024 school year | Mathematics Curriculum Coordinator Building Administrators Classroom Teachers Math Interventionists | Curriculum Meetings | Students demonstrate 40-60% progress toward typical growth |
|---|-----------------------|---|---------------------|--|



Highlighted Goal

Goal 3 : To maintain a supportive school that meets the social-emotional needs of our youngest learners through the direct teaching of core values, the balance of school related pressures, and the assessment of students' SEL skills throughout the school year.

| Strategy | Timeline | Responsible Parties | Resources Required | Success Measures |
|--|-----------------------|--|--------------------|---|
| Identify and analyze what can be removed from calendars and schedules at the school level while maintaining high expectations and standards. SDIP 3.1 | 2023-2024 school year | Central office administrators | | Staff and parent surveys |
| Implement activities and programs that support the district wide core values (S.P.I.R.I.T.) SDIP 3.3 | 2023-2024 school year | Teachers, PTO, Building administration | | School associated groups (PTO, Early Arrival, etc.) support S.P.I.R.I.T through their work. |

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| Continue to implement Panorama surveys and collaborate with adjustment counselors to analyze data and create action plans. SDIP 3.3 | 2023-2024 school year | Teachers, Adjustment counselors, Building administration | | <p>Analysis of student panorama data and historical data to make plans for struggling students and tier 1 instruction to support social emotional needs.</p> <p>Utilize the Panorama Playbook lessons to target needs.</p> <p>Analysis of staff surveys to develop plans to support a sense of belonging of staff.</p> |
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