

2023/2024

**Norman E. Day Elementary School
School Improvement Plan**



Chris Louis Sardella, Principal
Chrissy Michaud, Assistant Principal

School Improvement Plan

School Advisory Council Members:

- | | | |
|-------------------------|---------------------|------------------|
| 1) Chris Louis Sardella | Principal | Signature: _____ |
| 2) Chrissy Michaud | Assistant Principal | Signature: _____ |
| 3) Amy Millett | Teacher | Signature: _____ |
| 4) Cheryl Carpenter | School Nurse | Signature: _____ |
| 5) Tina Morris | Principal Aide | Signature: _____ |
| 6) Sampath Dechu | Parent | Signature: _____ |
| 7) David Lundgren | Parent | Signature: _____ |
| 8) Shivali Manghani | 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

Norman E. Day Elementary School Data

Note: Student achievement and race/ethnicity data is for 2021-2022; Enrollment Data is for 2022-2023

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	63	44	6	6	56	38	32	41	5	15	94	97	503	N/A	N/A	69
GRADE 03 - MATHEMATICS	59	41	14	6	45	35	28	39	14	20	94	99	503	N/A	N/A	75
GRADE 04 - ENGLISH LANGUAGE ARTS	59	38	3	4	56	34	37	46	4	16	103	99	500	48	100	75
GRADE 04 - MATHEMATICS	70	42	10	6	60	37	28	40	2	17	103	99	509	52	100	88
GRADE 05 - ENGLISH LANGUAGE ARTS	70	41	12	5	58	36	28	46	2	13	93	100	508	61	90	88
GRADE 05 - MATHEMATICS	72	36	15	4	57	32	26	48	2	16	93	100	512	61	90	95
GRADE 05 - SCIENCE AND TECH/ENG	75	43	18	7	57	36	23	40	2	18	93	100	514	N/A	N/A	94
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	64	41	7	6	57	35	32	42	4	17	290	99	504	54	190	80
GRADES 03 - 08 - MATHEMATICS	67	39	13	6	54	33	27	43	6	17	290	99	508	56	190	89
GRADES 05 & 08 - SCIENCE AND TECH/ENG	75	42	18	6	57	36	23	40	2	18	93	100	514	N/A	N/A	95

Enrollment by Race/Ethnicity (2022-23)			
Race	% of School	% of District	% of State
African American	3.1	1.7	9.4
Asian	36.4	31.5	7.3
Hispanic	6.1	4.0	24.2
Native American	0.0	0.3	0.2
White	52.0	61.1	54.4
Native Hawaiian, Pacific Islander	0.6	0.1	0.1
Multi-Race, Non-Hispanic	1.8	1.2	4.4

[WPS Strategic District Improvement Plan](#)

Mission of Day School Advisory Council

The mission of the Day School Council is to assist the principal in identifying the educational needs of our students, reviewing our school's annual budget and formulating and monitoring the School Improvement Plan. Additionally, we will create an environment where all stakeholders feel safe and supported in their growth. These areas are continually monitored and improved.

The council meetings for 2023-2024 are scheduled for the following dates at 6:00 PM:

SAC Meeting Dates 2023-2024

October 26, 2023

November 16, 2023

January 25, 2024

February 29, 2024

March 28, 2024

April 11, 2024

May 9, 2024



Highlighted Goal

Goal 1: We will 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. (1.1 SDIP)	2023-2024	Central Office Administrators, Building Administration & Staff	District Equity Audit results	<ul style="list-style-type: none"> Implementation of school based recommendations.
Continue to provide staff with opportunities and materials to increase their understanding of culturally responsive instructional practices including evaluating classroom libraries, mentor text and the school library to assure there are windows and mirror book representations (1.2 & 3.4 SDIP)	Ongoing	Central Office Administrators, Building Administration, Curriculum Coordinators, LMS & Staff	Anti-Bias Building Block Lessons Book, Literature Books addressing diversity, equity and inclusion	<ul style="list-style-type: none"> Expand the use of the ADL curriculum and Anti-Bias Building Block Lessons Matrix of Lessons Implemented in Classrooms Library created with multiple titles and check-in/check-out system for staff to utilize within learning spaces. Expand and update the diverse books website: https://sites.google.com/westfordk12.us/diversebooksprek-5/
Annual celebration of Neurodiversity Week in March (3.1 SDIP)	March 2024	Building Administration, LMS & Staff	Neurodivergent Resources, Literature Books, Google Slides	<ul style="list-style-type: none"> Community Meeting Presentation Creation of Neurodiverse Literature Collection

SIP Element/s Addressed (1-9) - 3, 6, 8



Highlighted Goal

Goal 2: We will continue to work 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
Launch of the new 3 -5 literacy curriculum using UDL Principles (1.2 &1.3 SDIP)	Pilot - (in process) Implementation 23-24 school year	Central Office Administrators, Classroom Teachers, Curriculum Coordinators, & Building Administrators	New Literacy Curriculum PD for Staff UDL Lessons	<ul style="list-style-type: none"> ● Participation in the pilot to support a decision of curriculum ● Professional development in how to implement the curriculum ● Ongoing coaching with LS/CC ● Professional development on an overview UDL practices and embedding UDL into current practices
Assess the effectiveness of how student progress is communicated to students and families (3.2 SDIP)	2023-2025	Central Office Administrators, Curriculum Coordinators, & Building Administrators	Collaboration with Curriculum Coordinators, review various SBRC from other Districts	<ul style="list-style-type: none"> ● Explore a revision of Standards Based Report Card align with standards and benchmarks
Using DIBELS8 and Next Steps, and iReady continue to progress monitoring, data analysis, and identification of interventions for Tier 1 students (1.3 SDIP)	2023-2024	Classroom Teachers, Curriculum Coordinators, Administrators	DIBELS 8 iReady Data Reports Data Meetings	<ul style="list-style-type: none"> ● Data Team Meetings - Analyze Data ● iReady Reports/Lessons to drive instruction ● Professional Learning time to support data discussions

SIP Element/s Addressed (1-9) - 3, 6, 8

Highlighted Goal

Goal 3 : By utilizing Panorama Data and lessons, the SDIP and SPIRIT Lessons, we will continue to build our capacity for Social Emotional Learning.

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
Identify what can be removed from the curriculum, calendars and schedules while maintaining high expectations and standards (3.1 SDIP)	2023 - 2024	Central Office, Building Administration & Staff	Panorama Survey Results Feedback from SDIP	<ul style="list-style-type: none"> ● Time for data review ● Ongoing discussion
Implement activities and programs that support the district wide core values (S.P.I.R.I.T.) - (3.4 SDIP)	Ongoing	All Staff, Building Administrator, & Central Office Administrators	District Resources for Community Meeting and SPIRIT Lessons. Literature Books addressing diversity, equity and inclusion	<ul style="list-style-type: none"> ● Student Survey of meaning of “SPIRIT” with examples. ● Hawkeye Heroes Shout Outs and SPIRIT awards ● Community Meetings
Continue to implement Panorama Surveys and analyze data (3.3 SDIP)	2023 -2025	Teachers, Guidance Staff, School Psychologist & Building Administration	Panorama Survey Results Collaboration with Curriculum Coordinator & Guidance	<ul style="list-style-type: none"> ● Survey data will be analyzed to incorporate Tier 1 instruction within classrooms to address areas of SE needs ● Share lessons from Panorama Playbook for use within classrooms ● Continue to foster and build a sense of belonging within adult community - use survey data

SIP Element/s Addressed (1-9) - 8

Highlighted Goal

Goal 4 : By utilizing the Westford Climate Roadmap, we will work to increase sustainability initiatives within our school community.

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
Identify opportunities to learn about and support Westford’s climate sustainability initiatives. (4.1 & 4.2 SDIP)	2023-2024	Building Administration, Staff, and Students	Westford Climate Roadmap STE Frameworks-See Relevant Standards Below	<ul style="list-style-type: none"> ● School wide opportunities for students to participate in sustainability initiatives (e.g. school garden program, composting, environmental club, etc.) ● STEM lessons and activities that highlight Earth and Human Activity STEM standards (see below) ● Identification of short term and long term goals in which the school can support Westford Climate Initiatives (e.g. ideas to reduce fuel use)

SIP Element/s Addressed (1-9) - 7,8,9

Science and Technology Engineering Framework Relevant Standards

ESS3. Earth and Human Activity

3-ESS3-1. Evaluate the merit of a design solution that reduces the damage caused by weather.

4-ESS3-1. Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not.

5-ESS3-1. Obtain and combine information about ways communities reduce human impact on the Earth’s resources and environment by changing an agricultural, industrial, or community practice or process.