

2019/2020
Miller School
School Improvement Plan



Miller School Improvement Plan 2018-2019

School Advisory Council Members:

1) Donna Pobuk	Principal/Co-chair	Signature: _____
2) Patrick Kenneally	Parent/Co-chair	Signature: _____
3) Lillian Lelless	Teacher	Signature: _____
4) Karen Burke	Teacher	Signature: _____
5) TBD	Community Representative	Signature: _____
6) Corey Williams	Parent	Signature: _____
7) David Lundgren	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. Professional development for the school's staff and allocation of any professional development funds in the school budget
 - a) Offered multiple opportunities for staff to be actively involved in school decision-making: Student Discipline Team, Schedule Development Team, Faculty Forum, Crisis Response Team, Crisis Management Team and Administrator Advisory Team.
 - b) Staff meetings offered a sustained focus on increasing teacher understanding of the relationship between trauma, learning and development.
 - c) 10 staff members participated in a book study group on, *How Children Learn Number Concepts*, by Kathy Richardson. The study group was facilitated by Donna Pobuk, Carolyn Shediak and Mary O'Gorman.
 - d) Promoted opportunities for our Literacy Specialist to provide coaching and co-teaching in general education classrooms.
 - e) Miller DLS co-taught and mentored 4 teachers on integrating technology across the curriculum.
 - f) Miller literacy specialists worked with special educators, general education teaching assistants to improve kindergarten literacy skills, focusing on letter, and letter sound identification.
4. Enhance parental involvement in the life of the school
 - a) Parent Volunteering Opportunities in the classrooms, library, PTO, courtyard, and after school events.
 - b) Ongoing communication through the weekly principal newsletters and through sharing grade level and school-wide events through Seesaw
 - c) *Miller Reads* a parent/child literacy night, is scheduled each spring as well as classroom author and poetry shares. In addition to the yearly Miller Reads celebration, students and staff participated in a week-long celebration of reading called, *Miller Loves to Read*. This event brought community readers into the school as well as scheduled opportunities for reading and writing.
 - d) Monthly parent/child lunch opportunities.
 - e) Partnered with Lowell Community Charter School to bring high school student readers to read to students in each classroom.

5. School safety and discipline
 - a) Increased staff participation on the Miller Crisis Response Team.
 - b) Successful implementation of two A.L.I.C.E. drills (fall and spring).
 - c) Responsive Classroom practices are in place in all classrooms (morning meeting, closing circle, logical consequences).
 - d) The Zones of Regulation has been introduced to all students to promote a common language to support emotional regulation.
 - e) Piloted *The Green Zone*, which is a sensory room designed to positively impact student engagement while teaching strategies for sensory regulation.
6. Establishment of a school environment characterized by tolerance and respect for all groups
 - a) *Miller Cares* classes are held once per month to support and reinforce the social curriculum.
 - b) *Miller Town Meeting* is a whole school meeting scheduled to provide opportunities for guest speakers and whole-school community discussions.
 - c) Miller School Celebration of Community Night is held each spring and welcomes families of different cultural backgrounds to come together in celebration.
 - d) Monthly Guidance lessons for all grades support social emotional learning through lessons from the *Second Step Program* as well as Michelle Garcia Winner's *Social Thinking Curriculum*.
7. Extra-curricular activities
 - a) Sustained community service projects such as the Giving Tree, Lowell Make-A-Wish, Food Drive for the Westford Food Pantry, Valentine's Day cards for Westford nursing home residents, clothing drive for families displaced as a result of hurricane Maria.
 - b) Evening activities for parents and children include: Miller/Day Halloween Party, Bingo for Books, Fall and Spring Miller Movie Night, Dance for A Cause, Sweetheart Dance, and Math & Science Nights.
 - c) Our PTO produces the Miller School Yearbook.

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.
 - a) Implementation of best practices learned through the Sheltered English Immersion (SEI).
 - b) Fall and spring literacy and math data meetings to review formative and summative assessment data and identify students requiring tiered support.
 - c) Bi-weekly common planning time in the master schedule for teachers to collaborate, align curriculum and share instructional strategies and best practices.
 - d) Grade 2 to Grade 3 transition team to ensure successful transition for all students.
 - e) Miller School internal move-up day (kindergarten to grade 1; grade 1 to grade 2).
 - f) Classroom sensory tool kits were purchased for all classrooms and teachers were given strategies for introducing these tools to younger children.

School Data

2018-2019 Enrollment

Kindergarten

Full Day Kindergarten: 20:1, 21:1, 19:1

Half Day Kindergarten: AM Kindergarten 18:1
 PM Kindergarten 19:1

Pre-first 5:1

Grade One 18:1, 17:1, 21:1, 17:1, 18:1, 21:1

Grade 2 19:1, 18:1, 18:1, 19:1, 20:1

Highlighted Goal



Goal 1: We will continue our focus on supporting children adversely affected by trauma. During the 2018-19 school year, the staff participated in four trainings during faculty meetings. Analysis of post survey results and focus group data demonstrate that the Miller School is now trauma informed, which according to the Massachusetts Safe and Supportive Schools Initiative is the second step in the process of becoming a trauma sensitive learning environment. Moving the school to a trauma sensitive learning environment will require accomplishing the following: revising student discipline procedures, establishing a common language regarding student behavior, supporting the emotional needs of staff, increasing communication between staff regarding trauma affected children, broadening access to sensory tools in the Green Zone (sensory room), and the implementation of the K-5 consistent core values (S.P.I.R.I.T.).

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
Continue meeting with the SEL Team to address the recommendations from the 2018-2019 staff survey and analysis of focus group data.	September, 2019	Principal, Assistant Principal, Staff	None	Meeting agendas & minutes Completed action items
Focus on mindfulness to positively impact the emotional well-being of staff and students.	September 2019 - June 2020	Guidance Counselor, Principal, Assistant Principal, Staff	None	Meeting Agendas Staff input and feedback Administrator observations
Create trauma support teams to bring varied stakeholders		Principal,	None	Meeting Schedule Meeting Minutes

together to share information and brainstorm strategies for supporting students impacted by trauma.	September 2019 - June 2020	Assistant Principal, Staff		
Ensure a common language across all staff when responding to student behaviors.	September 2019 - June 2020	Speech & Language Pathologist, Principal	None	Meeting Agendas & Minutes Staff feedback Observations
Create a sensory path in the Green Zone to support gross motor skills development. Design spaces for movement breaks and calming strategies.	September 2019 - June 2020	Principal Assistant Principal Occupational Therapist	750.00 (partially funded by WEF grant)	Completion of Sensory Room Sensory room usage log Student observations Staff feedback
Implement K-5 core values - S.P.I.R.I.T.	September 2019 - June 2020	Principal Assistant Principal Staff	None	Curriculum developed for Miller SPIRIT classes (K-2) Meeting agendas for monthly whole school meetings Parent communications Staff feedback Student observations



Goal 2: We will continue to focus on implementing strategies to support our emergent readers. Data collected at the end of the 2019 school year showed significant improvement in alphabetic principle when assessed in isolation. However, data from the Nonsense Word Fluency assessment at the end of kindergarten showed that less than 30% of our students were at benchmark. This data suggests that students need more instruction in transferring their knowledge of letter sound correspondence into reading vowel-consonant and consonant-vowel-consonant words. In order to address this area of need, we will focus on increasing instruction of decoding and encoding using the Lively Letters Program in small groups for all students. This goal will allow us to continue to target our emergent readers, as well as place a stronger focus on phonological and phonemic awareness across K-2.

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
<p>Continue to administer early literacy assessments to all kindergarten students.</p> <p>Refine data meetings to review assessment results and to identify students requiring intervention plans. Empower teachers to use this data to inform instruction for all students.</p>	September 2019-June 2020	Principal, Assistant Principal Literacy Specialists, Reading Interventionist, Kindergarten Teachers Humanities Curriculum Coordinator	Data charts, DIBELS, DRA, Letter ID, phonological awareness tool, High Frequency word assessments	<p>Student assessment data</p> <p>Data meeting agenda and outcomes</p> <p>Student intervention plans</p>

Purchase instructional materials that address letter sound, letter identification and phonemic awareness to support emergent readers.	September 2019	Principal Literacy Specialists Humanities Curriculum Coordinator	Phonemic Awareness Materials Grade 2 Revised spelling binder	Purchase order and delivered materials
Three curriculum meetings will be designated to provide professional development to ensure consistency of instructional strategies.	September 2019 - June 2020	Literacy Specialists Humanities Curriculum Coordinator, Principal, AP	None	Agenda and schedule of PD sessions In-class observations conducted by administrators and literacy specialists. Teacher feedback
Data collection and analysis to determine the effectiveness of the intervention.	November 2019, March 2020	Principal, AP Literacy Specialists Humanities Curriculum Coordinator	None	Data Meeting Agenda & notes Analysis of student assessment data

Highlighted Goal



Goal 3: This goal is a continuation of the FY19 SIP goal to pilot the Innovation Lab (STREAM class) at the Miller School. The pilot was extremely successful, quickly becoming a favorite class for students. Children explored hands on projects while working collaboratively. The components of the Design Thinking process was implemented to allow children to solve simulated real-world problems. During the 2019-2020 school year there will be increased collaboration between grade level teachers, the Library Media Specialist, and curriculum coordinators to create opportunities for curriculum connections in literacy, science and math.

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
Increase interdisciplinary connections between the taught curriculum and the curriculum in the Innovation Lab.	September 2019-June 2020	Principal LMS Staff Curriculum Coordinators	None	Innovation Lab Curriculum Observations
Explore community and business partnerships to support the Innovation Lab and to provide opportunities for real-world problem solving.	September 2019-June 2020	Principal, Assistant Principal LMS	None	Meeting Agendas & Minutes Checklist of business consulted and results of inquiry

Highlighted Goal



Goal 4: Successful implementation of the new Massachusetts History and Social Studies Standards and the Inquiry Design Model (IDM) approach.

Strategy	Timeline	Responsible Parties	Resources Required	Success Measures
Teachers will engage in district sponsored professional development and designated curriculum meetings devoted to increasing teacher understanding and successful implementation of the new HSS standards and the IDM approach.	September 2019-June 2022	Humanities Curriculum Coordinator Principal Assistant Principal Teachers	None	Meeting Agendas & Minutes
Identify resources needed to successfully implement curriculum.	September 2019-June 2020	Humanities Curriculum Coordinator Principal Assistant Principal Teachers		Supply list
Implementation of IDM	September 2019-June 200	Humanities Curriculum Coordinator		Classroom observations and teacher feedback

		Principal Assistant Principal Teachers		
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