

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

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

		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

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
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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.

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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