

# Milford Public Schools - School Improvement Plan

## Woodland Elementary School



### School Improvement Plan: 2018-2019

#### Woodland School Council Membership

Mr. Tim Kearnan, Principal and Co-Chair  
Dr. Robert Gilmore, Teacher  
Dr. Patricia Kelley, Teacher  
Ms. Shannon Roach, Teacher  
Ms. Shelli Callahan, Teacher  
Ms. Tara Davoren, Teacher

Mr. Michael Annantuonio, Parent  
Mr. Guiseppe DiGiallonardo, Parent  
Mr. Osi Momodu, Parent  
Mr. Al Spittler, Parent  
Ms. Meghan Hornberger, Parent and Co-Chair  
Mr. Michael DeTore, Parent

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School:	Woodland
School Year(s):	2018-2019
Goal Number (X of Y):	1 of 3
Goal Title:	<b>Investigate Health Education</b>
Strategic Plan Priority Initiative:	Goal:
Social-Emotional Learning; Growth Focused Instruction	Woodland will investigate options for including Health Education as part of our curriculum, with the intended outcome of making a recommendation to the School Committee and Superintendent as part of the FY2020 budget proposal.

### Benchmarks and Key performance Indicators

#### Status of Goal

**Current Status/Rationale:** Currently, we do not have a formal Health Education curriculum for students at Woodland. Students first receive instruction in Health in Grade 6 at Stacy. Previous to the recent MPS realignment, students began taking Health classes in Grade 5 at Stacy.

Our District is committed to educating the “whole child” as part of our Strategic Plan and our core values as a community. Providing instruction in human health, growth, and wellness is critical in developing knowledge and awareness of healthy habits of body and mind.

Many surrounding Districts begin health instruction at the early elementary level. For example, Franklin, Uxbridge, and Hopkinton begin Health education in Kindergarten as a ‘special’ or related arts course. Districts including Northbridge, Shrewsbury, and Holliston start Health education in 5th grade. In these Health classes, at age-appropriate entry points, students are taught about topics such as: healthy foods and eating; making and maintaining healthy relationships; the importance of exercise and movement; how the body works and develops; and strategies for managing stress and anxiety to name a few units of study.

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At Woodland, these topics of study are briefly and informally addressed in Physical Education classes, in Counseling sessions, and in teachable moments in the classroom or School Nurses' office. This does not constitute a systematic, sustained, or consistent education. We believe having a more formal structure and expectations for this instruction will benefit students and families, as well as our community.

### Improvement Benchmark(s)

We will meet our goal if the Principal presents recommendations from a Study Committee for Health instruction at Woodland School to begin in the 2019-2020 school year as part of the budget proposal for FY2020. As an example, these recommendations may include, but are not limited to:

- Reconfiguration of schedule to include Health as a related arts class (special)
- Hiring of Health/Wellness teacher(s)
- Incorporation of identified Health curriculum as part of existing curriculum
- Identified units of study for each grade level to be delivered in some combination of the above-listed potential recommendations

Strategies/Activities	Person(s) Responsible	Timeline
1. Convene a Woodland School Health/Wellness Study Committee, consisting of: <ul style="list-style-type: none"> <li>a. Building administration</li> <li>b. Health/Wellness and/or Phys. Ed. teacher(s)</li> <li>c. General Education Teacher(s)</li> <li>d. Parent representation</li> </ul>	Principal	May/June 2018
2. Identify goals and timeline	Study Committee	May/June 2018
3. Meet to discuss research, options, and implementation plan	Study Committee	Summer/Fall 2018
4. Make recommendations to Superintendent and School Committee	Study	December 2018

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	Committee	
<b>Funding Requirements, if any:</b>		
None at this time. However, recommendations for the 2019-2020 SY and beyond may have budgetary impacts.		

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School:	Woodland
School Year(s):	2018-2019
Goal Number (X of Y):	2 of 3
Goal Title:	<b>Develop Practices on Common Assessments</b>
Strategic Plan Priority Initiative:	Goal:
Growth Focused Instruction; Equity and Access; Continuous Learning	Woodland will develop expectations for the purpose, implementation, and analysis of common assessments in each content area.

<b>Benchmarks and Key performance Indicators</b>
<b>Status of Goal</b>
<p><b>Current Status/Rationale:</b> We currently do not have a systematic approach to common assessments in each grade level or content area. The use of common assessments is standard, best practice in education, and a key component of a strong, guaranteed, and viable curriculum which the MPS is in the process of improving.</p> <p>Common assessments allow educators to:</p> <ul style="list-style-type: none"> <li>● benchmark and monitor student growth and progress</li> <li>● compare results across classrooms and teachers to identify trends and patterns, successes and challenges</li> <li>● have a shared foundation for discussion on instruction and student growth and learning</li> <li>● develop shared expectations for learning outcomes and priority learning standards</li> </ul> <p>Additionally, common assessments provide an additional layer of accountability. Teachers know certain assessments need to be completed at certain times throughout the year, and these results will be shared and analyzed with colleagues and building administration.</p>

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Improvement Benchmark(s)		
<p>We will meet our goal if we do the following:</p> <ul style="list-style-type: none"> <li>● Identify common assessments to be completed by each grade level/content area</li> <li>● Develop calendar or timelines for completion</li> <li>● Create expectations for how these results will be shared and analyzed by teachers and/or teams</li> <li>● Construct a system to collect, record, and share data gleaned by common assessments</li> </ul>		
Strategies/Activities	Person(s) Responsible	Timeline
1. Working with WES curriculum team, identify outline of expectations and outcomes	Principal, CTLs	Summer 2018
2. Present outline to teacher teams; Teams begin work	Principal, CTLs	August 27-28, 2018
3. Work continues at staff meetings, early-release days	Staff	2018-2019 SY
4. Assesment Plan and Expectations complete	Principal, CTLs, Staff	May 2019
Funding Requirements, if any:		
None; Potential teams could recommend assessment products for purchase for 2019-2020 SY		

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School:	Woodland
School Year(s):	2018-2019
Goal Number (X of Y):	3 of 3
Goal Title:	<b>Grade-level Guides</b>
Strategic Plan Priority Initiative:	Goal:
Social-Emotional Learning; Growth Focused Instruction; Continuous Learning	Woodland School will develop a guide for families and educators detailing expected skills, outcomes, and common profiles for students at each grade level.

### Benchmarks and Key performance Indicators

#### Status of Goal

**Current Status/Rationale:** A common question from families to educators is, “Is my child doing what is expected?” This is asked relative to academic work and learning, but also in terms of social-emotional growth and behavior. Families want to know and understand if their child is meeting expectations and developing as one would expect.

As educators, we have curriculum frameworks and learning standards to guide our academic work, and we know from our studies and years of experience with hundreds, even thousands of kids, what is typical child development. However, sharing that with parents in concise and family-friendly terms can be very difficult and overwhelming to parents. We also know that there are differences in each classroom. Teachers, with different personalities, training, and experiences have different expectations for academic growth, quality of work, behavior, and social interactions.

The intention of this goal is to develop a general guide for each grade to help set expectations for families and better align educators as it would provide an opportunity to have our teams of teachers discussing grade-level expectations, identifying what priority standards and learning goals we most want to communicate for families. We would also be able to discuss common expectations for student social-emotional growth and behavior. Finally, we would also include information on skill development and expectations in our Related Arts classes such as Music, PE, and Art. This further emphasizes our commitment to the development

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of the whole child.

Developing a single “grade level guide” document would help us to develop a picture of what a “Woodland student” looks like. It would allow our families to know what we are expecting of their child at each grade level, thereby helping us to partner more effectively with families.

### Improvement Benchmark(s)

We will meet our goal if we do the following:

- Complete three grade-level guides that detail:
  - Expected outcomes for reading, writing, and math
  - Approaches to learning
  - Social-emotional and behavior profiles
  - Key skills in Music, Art, and PE

Strategies/Activities	Person(s) Responsible	Timeline
1. Assemble Steering Committee consisting of cross-section of staff	Principal	June 2018
2. Develop template, format for guides (layout, language, expectations); collect resources and exemplars	Steering Committee	Summer 2018
3. Grade-level and content teams begin work	Staff	August 27-28, 2018
4. Work continues at staff meetings, early-release days	Staff	2018-2019 SY
5. Comprehensive draft product presented, vetted by staff	Steering Committee	March 2019
6. Final product complete	Steering Committee	April 2019

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7. Documents translated, published	Principal	May-June 2019
<b>Funding Requirements, if any:</b>		
None		

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### Appendix A: Update on Previous Goals

Goal	Benchmark	Status
<p><b>#1: Attendance - We will meet our goal if we decrease our absentee rate and tardy rate by 20% on average.</b></p>	<p>Between September 2017 and April 2018, our absentee daily average will be 3.8%.</p> <p>Between September 2017 and April 2018, our tardy daily average will be 2.4%.</p>	<p><b>Met</b></p> <p>Between August 30-April 27, absentee daily average 3.7% (5.3 days/student).</p> <p><b>JUST SHORT</b></p> <p>As of August 30-April 27, 2018, tardy daily average 2.6% (3.7 days/student). If we were to separate the the Top 20 tardy rates from the general population (all of the Top 20 had 30+ tardies), our daily tardy rate would average 2.0% (2.9 days/student)</p>

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<p><b>#2: Outreach to multilingual and culturally diverse community - We will meet our goal if we do the following:</b></p>	<p>Increase email communication by collecting at least 100 additional/new email addresses for families where English is not identified as the primary language in our student database.</p> <p>Increase the availability of translation services at school and school events by adding to our list of available interpreters and translators.</p> <p>Utilize at least two new methods and/or networks of communication with multilingual and culturally diverse families.</p> <p>Increase the attendance of multilingual and culturally diverse families at school sponsored events, as measured by anecdotal observation and feedback from school staff and administration.</p>	<p><b>UNSURE, BUT POSITIVE END RESULT</b>          Additions were not tracked consistently, making it difficult to identify an exact number of new email addresses</p> <p>Emails on file and used for 897/984 students (91%). Of 87 missing, 84% are non-English speaking.</p> <p><b>DID NOT MEET</b>          List has grown; Availability still a concern, particularly for large school events. Sharing 5-7 translators for a 'grade level'-size event.</p> <p><b>MET</b>          Communicating with local churches and MYC. Events included EL Potluck Dinner, EL Family Engagement Study Group Administration</p> <p><b>MET</b>          Improvement noted by school staff and teachers at school events such as conferences, Movie Night, Bingo, WES Clean-Up, etc.</p>
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<p><b>#3: Integration of technology into learning and teaching. We will meet our goal of further integrating technology in the teaching and learning at Woodland if we accomplish the Benchmarks noted.</b></p>	<p>60% or more of staff utilize Google Classroom to manage workflow within his/her classroom</p> <p>90% of staff incorporate technology within their instructional day, including but not limited to Chromebooks, iPads, Google Classroom and Google Suite Apps, web sites, videos, interactive projector, and/or document camera</p> <p>Administrative documents, professional work products, and workflow are centralized through a shared Google Drive for staff.</p>	<p><b>EXCEEDED</b> 80% of teachers are using</p> <p><b>MET</b> 80.9% yes; 17.3% often, but not daily; 1.8% no</p> <p>Observations - 100% of observations noted some use of technology to support instruction</p> <p><b>MET</b> Completed; still growing the use/reliance on</p>
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