

## Milford Public Schools - School Improvement Plan

# Woodland Elementary School



### School Improvement Plan: 2021-2022

Woodland School Council Membership	
Tim Kearnan, Principal Jenn Alger, Teacher Noressa Santomenna, Parent Rena-Faye Pinto, Parent Kelly Boccia, Parent	Wendy Marino, Teacher Nick Liberto, Teacher Jacqui Hannon, Teacher Kevin Letendre, Parent Chris LeBlanc, Parent

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School:	Woodland Elementary
School Year(s):	2021-2022
Goal Number:	1 of 3
Goal Title:	<b>Improving Math Instruction</b>
Strategic Plan Priority Initiative:	Goal:
Growth Focused Instruction (1.1; 1.3-1.5); Equity and Access (2.5-2.6); Continuous Learning (4.1-4.5)	In the Fall of 2021, in alignment with the district's initiatives to improve math instruction and outcomes, Woodland School will focus on utilizing, improving, and increasing Active Collaboration and Communication during math instruction. This will be the first of the six pillars of focus identified by the Milford Public Schools Math Committee Look Fors.

Benchmarks and Key performance Indicators
Status of Goal
<p><b>Current Status/Rationale:</b> The Milford Public Schools, through the work of the Math Committee, has written a mission statement and identified 6 pillars of focus to increase effective instructional practices and strategies in our classroom. They are:</p> <ul style="list-style-type: none"> <li>• Active Collaborations and Communication</li> <li>• Equitable Learning Environment</li> <li>• Relevant and Rigorous Tasks</li> <li>• Math Growth Mindset</li> <li>• Persevere with Problem Solving</li> <li>• Student Centered</li> </ul> <p>In April of 2021, baseline data was gathered on the different aspects of active collaboration and communication aligned to the student and teacher actions included and not limited to:</p> <ol style="list-style-type: none"> <li>1. Precise academic vocabulary used by teachers and students</li> <li>2. Substantial student contributions</li> </ol>

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3. Open-ended and rigorous questions posed by the teacher
4. student collaboration.

This data showed Woodland School, when visiting classrooms for 15 minutes, on average, a visitor can expect to see:

- 15.3 vocabulary words used by the teacher(s)
- 5.2 vocabulary words used by the students
- 2.7 substantial student contributions as defined by the Active Collaboration and Communication pillar
- 2.6 open-ended and rigorous questions posed by the teacher
- 2.4 students for 0.8 minutes engaged in student collaboration

During and throughout the school year, Woodland staff will receive a minimum of 3 dedicated professional development sessions focused on utilizing and improving student opportunity for active collaboration and communication in the classroom.

### Improvement Benchmark(s)

Through Professional Development and focused observations during Math instructional time, Woodland will:

- Perform Analysis of Collaboration and Communication in Math instruction through focused observations
- Observe an increase in quantity (student vs. teacher) and quality (substantial, open-ended, and rigorous) of student and teacher actions aligned with the Milford Math “Look For” Active Collaboration and Communication in comparison to the baseline data

Strategies/Activities	Person(s) Responsible	Timeline
<ol style="list-style-type: none"> <li>1. Minimum of 3 Dedicated PDs for teachers (TAs and BA's Pd during full PD days)</li> <li>2. Teachers engage in Learning Walks vertically and horizontally</li> <li>3. Opportunity for staff to engage in Book Study, PLCs and Coaching</li> <li>4. Observations by administration will be strategically scheduled in order to have at least 2 observations conducted during Math instruction for Grades 3 &amp; 4 teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Kerry Taylor, Admin, Instructional Coach and all staff</li> <li>2. Teachers</li> <li>3. Admin and Teachers</li> <li>4. Admin</li> </ol>	<ol style="list-style-type: none"> <li>1. September, January, May/June</li> <li>2. October/January/March</li> <li>3. October-December</li> <li>4. September-May</li> </ol>
<b>Funding Requirements, if any:</b>		
Funds may be needed for coverage for Learning Walks and PLCs.		

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School:	Woodland Elementary
School Year(s):	2021-2022
Goal Number (X of Y):	2 of 3
Goal Title:	<b>Post-Pandemic Benchmark Assessments and Student Support Planning</b>
Strategic Plan Priority Initiative:	Goal:
Growth Focused Instruction (1.1; 1.3-1.5); Equity and Access (2.4, 2.6); Continuous Learning (4.3-4.5)	In the Fall of 2021, Woodland School staff will comprehensively assess students in three key areas (reading, writing, math) to determine our students current performance levels. Following an analysis of these results at the individual, classroom, grade, and school level, instructional plans and curriculum realignment will take place.

Benchmarks and Key performance Indicators
Status of Goal
<p><b>Current Status/Rationale:</b> As we know, the 2019-2020 school year suffered a significant instructional interruption. The 2020-2021 school year had us implement numerous school models: hybrid learning, full remote learning, full in-person learning, and “room &amp; Zoom” learning. We also know the pandemic impacted our students in numerous ways academically, socially, and emotionally. These impacts differ from student-to-student, but we anticipate these impacts are likely more significant for our High Needs students. Currently, 65.1% of Woodland’s students qualify as High Needs students.</p> <p>As such, we need to take a more in-depth and comprehensive look at the performance levels of our students across the three main academic content areas for elementary students: Reading, Writing, and Math. We have locally created and standardized measures that we have implemented in the past. However, though assessment practices have been an ongoing goal and focus area for Woodland, the wholesale collection and analysis of this data has not become a part of our expectation and practice yet. This needs to happen for the 2021-2022 school year.</p> <p>Furthermore, our reporting and analysis of these assessment results has been self-limiting. In moving toward more data-informed instruction and assessment, we have focused on “summative” or overall scores. These scores don’t give us a true picture of our students' skill set. Our</p>

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students' learning and performance level are much more nuanced than this. In order to better inform our instructional decisions, we need to focus on and analyze more discrete domains and skills. This will help us to better target instructional supports or enrichment opportunities, and give us better evidence of student progress or lack thereof.

### Improvement Benchmark(s)

All students across all three grades will be assessed three times a year according to the following schedule and focus:

Timeline: September, January, May/June

Subjects: Reading, Writing, Math

- Reading: iReady and BAS (or Rigby); Focus on: Decoding, Accuracy, Fluency, and Comprehension
- Writing: Locally designed writing prompt; Focus on: Organization, Ideas, Sentence Fluency, and Conventions
- Math: iReady and locally designed math assessment; Focus on: Numbers and Operations; Place Value; Geometry; Data

Data for each student will be collected by class, grade level, and school. This information will be analyzed at the teacher-, team-, grade-, and school-level for trends and patterns. Instructional planning and curriculum planning will follow the analysis to better meet the needs of our students. Goals and targets for growth and progress will be set at each level.

Results will be tracked over time to indicate student growth and progress, or lack thereof.

Strategies/Activities	Person(s) Responsible	Timeline
<b>Reading</b> <ol style="list-style-type: none"> <li>1. iReady administration</li> <li>2. BAS/Rigby administration               <ol style="list-style-type: none"> <li>a. "Assessment Team" / Schedule</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers               <ol style="list-style-type: none"> <li>a. Admin</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. September, January, May/June</li> <li>2. September, January, May/June</li> </ol>
<b>Writing</b> <ol style="list-style-type: none"> <li>1. Assessment development/selection with Rubric scoring</li> <li>2. Writing assessment administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Summer 2021</li> <li>2. September, January, May/June</li> </ol>
<b>Math</b> <ol style="list-style-type: none"> <li>1. iReady administration</li> <li>2. Math assessment administration</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers</li> <li>2. Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. September, January, May/June</li> <li>2. September, January, May/June</li> </ol>

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<p>Data Collection and analysis</p> <ol style="list-style-type: none"> <li>1. Develop/create connected tool               <ol style="list-style-type: none"> <li>a. Classroom &gt; grade &gt; school</li> </ol> </li> <li>2. Data input</li> <li>3. Data analysis               <ol style="list-style-type: none"> <li>a. Individual</li> <li>b. Teams</li> <li>c. Grade-levels</li> <li>d. School</li> </ol> </li> <li>4. Instructional planning and curriculum revision</li> </ol>	<ol style="list-style-type: none"> <li>1. Admin, Tech Dept.</li> <li>2. Teachers</li> <li>3. Teachers, Admin</li> <li>4. Teachers, Admin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Summer 2021</li> <li>2. Post-test</li> <li>3. Post-test</li> <li>4. Post-test</li> </ol>
<b>Funding Requirements, if any:</b>		
BAS kits (potential; could be funded with remaining funding from '20-'21 budget)		

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School:	Woodland Elementary
School Year(s):	2021-2022
Goal Number (X of Y):	3 of 3
Goal Title:	<b>Curriculum: Equitable, Accessible, Culturally Responsive, and Just</b>
Strategic Plan Priority Initiative:	Goal:
Growth Focused Instruction (1.5); Equity and Access (2.4-2.6); Continuous Learning (4.1-4.5)	Woodland School will examine and screen curriculum content and materials to ensure it is equitable, accessible and culturally responsive by identifying bias and supplementing materials with multicultural representations.

Benchmarks and Key performance Indicators
Status of Goal
<p><b>Current Status/Rationale:</b> All students deserve to see positive representations of themselves and others in the curriculum. They should see different cultural representations in what they read, what they see, what they hear and just as important in what they discuss. We live in a diverse state and country that reflects the biases and inequities that exist in the country. Currently, 41% of students at Woodland School identify as a race other than White. Equitable and culturally responsive education uses educational strategies and materials that leverage the various aspects of students' identities (cultural, racial, historical, and linguistic characteristics) to provide mirrors that reflect them and their achievements and windows into a world that allow students to learn and explore other cultures.</p> <p>As we work through creating an equitable and culturally responsive curriculum to increase student success; we must first begin by recognizing the impact of bias in instructional materials and teaching strategies. Certain groups and perspectives are underrepresented or not present in curriculum content or instructional materials. This omission sends a message stating certain groups of people are less important. We will examine and screen our curriculum to ensure everyone is included, represented, recognized and valued.</p> <p>Curriculum content, learning environments and types of expectations influence student success and academic achievement. There are six prevalent forms of bias in curriculum materials and learning environments: invisibility, stereotyping, imbalance/selectivity, unreality, fragmentation/isolation, linguistic bias, and cosmetic bias. The goal is to review and eliminate bias in the curriculum content and materials used at Woodland School and include more multicultural authors, texts and representation of student diversity.</p>

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Improvement Benchmark(s)		
<p>Assessment of possible bias and underrepresentation of diversity in texts</p> <p>Additional texts purchased and adopted celebrating race and diversity (multicultural authors and texts included in classroom libraries and as part of curriculum)</p> <p>Updating and diversifying curriculum (ongoing)</p>		
Strategies/Activities	Person(s) Responsible	Timeline
1. Deepen understanding among all staff members of microaggressions, unconscious/implicit bias and culturally responsive teaching (CRT) and how culturally responsive teaching can impact student engagement and achievement	School Admin (district PD?)	August/September 2021-ongoing
2. Improve our understanding of what it means to be a culturally proficient educator, through the use of (but not exclusively) our all staff read, Culturally Responsive Teaching and the Brain by Zaretta Hammond	Assist. Superintendent	August/September 2021
3. Continue to use the concepts of mirrors and windows as a filter when selecting children's literature.	Staff	Ongoing
4. Review and analyze our current classroom practices related to the use of inclusive language (i.e. gender, families)	School Admin & Staff	September 2021-May 2022
5. Use the <a href="#">7 Forms of Bias Screening Tool</a> to examine the first unit	School Admin & Staff	Opening Days
Funding Requirements, if any:		
<p>Professional Development Resources (Asst. Superintendent)</p> <p>Summer curriculum work (Asst. Superintendent)</p> <p>Books Study/PLCs (building-based funding)</p>		



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### Appendix A: Update on Previous 2020-2021 Goals

Goal	Benchmark	Status
Woodland School staff will accomplish each of the action steps identified below in coordination with MPS re-opening and Remote Learning planning.	<ol style="list-style-type: none"> <li>1. In addition to our current methodologies for collecting student contact information, Woodland staff will identify a means to stay current and up-to-date with student/family:               <ol style="list-style-type: none"> <li>a. Address</li> <li>b. Email</li> <li>c. Phone number</li> </ol> </li> <li>2. Woodland staff will survey and inventory student/family access to:               <ol style="list-style-type: none"> <li>a. Wifi/Internet service</li> <li>b. Appropriate devices to complete Remote Learning through digital means</li> </ol> </li> <li>3. Woodland will identify a consistent, preferred platform for Remote Learning and communication, and provide the necessary training and support</li> <li>4. Woodland staff will provide parents/guardians with technology resources and training to support Remote Learning through digital means               <ol style="list-style-type: none"> <li>a. Learning platform (Ex. Google Classroom)</li> <li>b. Communication apps (Ex. Talking Points, Dojo)</li> <li>c. Parental Supervision and oversight</li> </ol> </li> <li>5. Woodland staff will explicitly teach students strategies and skills for successful Remote Learning</li> <li>6. Woodland will develop a Learning Plan inclusive of the state and locally devised school model (in-person and remote) that addresses the following issues:               <ol style="list-style-type: none"> <li>a. Established school schedule</li> <li>b. Teacher team/collaboration structures</li> <li>c. Synchronous and Asynchronous learning</li> <li>d. Accountability for participation, engagement, behavior</li> <li>e. Assessment and Grading</li> <li>f. Home-School communication</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Completed. Information was updated Summer '20, in September, and again in February.</li> <li>2. Completed. All students had access to Wifi and Internet beginning in September. Troubleshooting of device and hardware issues ongoing throughout the year.</li> <li>3. Completed. Google Classroom and Talking Points were used consistently by all staff this year.</li> <li>4. Partially completed. Teachers provided ongoing support and assistance with all technologies to parents. "Upfront" training and formal sessions was lacking.</li> <li>5. Completed. Students were provided instruction and practice on in-person days regarding remote learning.</li> <li>6. Completed. Woodland created a "Return to School" Plan inclusive of all elements of the benchmark. This document was shared with faculty and staff, as well as parents. Protocols, practices, and expectations were consistently implemented and revised throughout the school year.</li> </ol>

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<p>Woodland School staff will accomplish each of the action steps identified below in order to support students and staff in crisis.</p>	<ol style="list-style-type: none"> <li>1. Establish (3) grade-level based Student Support Teams focused on student physical, social, emotional, and behavioral supports               <ol style="list-style-type: none"> <li>a. Administrator, Teachers, Counselor(s)</li> <li>b. Weekly or bi-weekly meetings as needed</li> <li>c. Focus on providing resources and supports, and creating protocols for students in need</li> </ol> </li> <li>2. Provide additional professional development on trauma-informed teaching practices</li> <li>3. Incorporate relationship building activities as part of community building               <ol style="list-style-type: none"> <li>a. Identify safe, trusted adults</li> <li>b. Develop skills around student self-advocacy, reporting, and communication</li> </ol> </li> <li>4. Identify and access outside support agencies and resources</li> <li>5. Review requirements, process, and expectations of Mandated Reporter Law</li> </ol>	<ol style="list-style-type: none"> <li>1. Was not needed. Students returned to school without the expected signs of trauma we anticipated. There was an exceptionally low incidence of students that showed needs in these areas - physical, social, emotional, or behavioral. When/if they did, we were able to address it at the teacher/individual level and "crisis teams" were not needed.</li> <li>2. Completed. As part of our 10-day opening for staff, "Teaching with Trauma Informed Practices" was offered as part of the required professional learning.</li> <li>3. Completed. One of the benefits of the Hybrid Model was the small class sizes. This allowed teachers to spend a great amount of time interacting with and building strong relationships with students. In short, there were far more "teacher contact" times for each student.</li> <li>4. Completed. The SEL Director and Social Worker were able to establish a more robust set of contacts, supports, and resources.</li> <li>5. Completed. Conducted during our 10-day opening for staff.</li> </ol>
<p>Woodland School will complete our report card revisions and pilot a new report card, depending on when and how we return to school.</p>	<ol style="list-style-type: none"> <li>1. Complete revisions               <ol style="list-style-type: none"> <li>a. Language</li> <li>b. Align language vertically and horizontally</li> <li>c. Align rigor</li> </ol> </li> <li>2. Provide to Aspen/X2 for revisions to SIS platform</li> <li>3. Pilot with four homerooms (Grades 3-4) and one team (Grade 5)               <ol style="list-style-type: none"> <li>a. Provide information in advance to families</li> <li>b. Survey/seek feedback on experience, recommendations</li> </ol> </li> <li>4. Recommend a revised report card format to the Superintendent and School Committee</li> </ol>	<p>This goal was not addressed at all during the school year. The planning, adjusting, and implementing of all the different school models, in addition to being cognizant of the workload, stress levels, and priorities of our staff meant we needed to put this goal on hold for the year. We hope to revisit this when the time is right.</p>