Rita E. Miller School

2025-2026

School Improvement Plan

Melissa Boylan, Principal
Caitlyn Johnson, Assistant Principal

School Advisory Council Members:

Melissa Boylan	Principal/Chair	Signature: _____
Christie Champion	Parent	Signature: _____
Kira McGann	Teacher	Signature: _____
Erika Murphy	Parent	Signature: _____
Kay Murray	Teacher	Signature: _____
Imran Nawaz	Parent	Signature: _____
Oana O'Brien	Community Representative	Signature: _____
Colleen Tessier	Teacher	Signature: _____

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.

	Class #1	Class #2	Class #3	Class #4
Pre-K	**15**	**16**	**14**	**4 (mixed prek-2)**
Kindergarten	**20**	**20**	**20**	**21**
First Grade	**19**	**19**	**21**	**22**
Second Grade	**24**	**23**	**23**	**22**
Services only	**3**			
Total enrollment	**303**			

Goal #1: To improve curriculum implementation and assessment systems so that every child continues to feel accepted, respected and valued through the lens of diversity, equity and inclusion.		
Initiatives	Progress - FY25	Action Plan - FY26
Participate in and execute recommendations of the district equity audit. SDIP 1.1	• Analyzed data summer '24 • Root Cause Analysis Event Dec '24 • Building based team meeting April '25	• Building Based teams continue to work with AIR to develop specific action items that support recommendations
Through the MTSS process and implementation of the new EL curriculum, identify possible barriers and/or identify ways to engage learners with different learning styles SDIP 1.2	• Building based PD during faculty meetings and select early release led by Principals and CCs to explore Engagement Framework of UDL districtwide. • Development of Engagement "Look Fors" (example of WPS elementary draft). • Adoption of updated IST form.	• Year long professional development focus of UDL - overarching themes as well as further dive into Representation and Action & Expression. • Provide staff opportunities to look at current lessons through UDL lens. • Develop Representation "Look Fors". • Highlight UDL in new staff recruitment and onboarding. • Implement the new IST form. • Improved consistency and effectiveness in tier placement decisions. • Implement revised district DCAP.
Implement the new IEP with fidelity. SDIP 1.3	• Utilize Powerschool resources for New IEP rollout and 504s. • Building level trainings on various parts of the IEP and job specific group trainings by Assistant Principal, Caitlyn Johnson • Additional training options being offered on May 6th.	• Accommodations and modifications in the IEP beyond the updated WPS DCAP 2025. • Share out IEP Parent Guide created by WPS leadership. • Continued training with special education staff on portions of the IEP needing additional practice.
Continue to grow a school based Equity committee SDIP 1.3	• School based equity team developed. • Equity team developed a list of action items. • Sent a family feedback survey (still compiling results and trends) which will be shared with SAC .	• Merge this with the Equity Audit initiative.

Goal 2: To improve curriculum implementation and assessment systems so that every child continues to access high quality instruction.		
Initiatives	Progress Year 2 - FY25	Action Plan Year 3- FY26
Implementation of the new K-2 EL curriculum. SDIP 1.3	• Teachers received district and building based PD throughout the year. • Admin. Walkthroughs using engagement form with feedback to teachers.	• Look at UDL features of EL. • Continue to maximize instructional efficiency and evaluate resources. • Evaluate how science and social studies standards are covered in EL.
Revise K through 2 report cards and benchmarks to align with standards and current curriculum. SDIP 3.2	• Some updates were implemented at the beginning of the year. • Staff feedback during staff meetings or PD on current standards and benchmarks. • Task teams focused on overlapping standards in EL, SS and Science. • Additional training options being offered on May 6th.	• Develop and implement a revised report card. • Collect staff feedback on the use of the revised report card. • Collect parent feedback on the understanding of the new report card.
Develop benchmarking for the revised Pre k report card in order to put into effect SDIP 3.2	• Implemented revised pre k report card and benchmarks	• No further action needed.
Based on DIBELS 8, analyze data and identify target areas for small group and whole group instruction and intervention. SDIP 1.3	• Admin, literacy specialist, reading interventionists and teachers analyzed district, school, grade level, and classroom data. • Tier 1,2, and 3 intervention groups were identified throughout the year. • Classroom teachers' progress monitored identified students.	• Merge with MTSS initiative
Through curriculum analysis, identify math standards that need to be supplemented beyond the provided curriculum.	• Developed a LASW protocol for looking at student work. This can be used as part of	• Determine opportunities for professional learning in the area of math

SDIP 1.2 & 1.3	curriculum meeting time next year to examine student work and calibrate expectations ● Offered a University of Westford Course to provide teachers with an opportunity to deepen their understanding of how place value concepts are connected from early counting through working with fractions and decimals. ● Working with teams of staff to create a more clear rubric of the expectations for the Standards of Math Practice to be used to improve the SBRC next year and to guide Professional learning around these standards.	● Offer additional University of Westford courses ● Implement the LASW protocol to use as a routine

Goal #3 To maintain a healthy and supportive school environment that meets the social-emotional and health & wellness needs of our youngest learners through the direct teaching of social, emotional and physical well being.		
Initiatives	Progress - FY25	Action Plan - FY26
Identify and analyze what can be removed from calendars and schedules at the school level while maintaining high expectations and standards. SDIP 3.1	• Continue to have no school for Kindergarten Screenings. • Provide more staff meeting/ curriculum meeting time for collaborative team time.	• This has been embedded in our decision making process.
Work collaboratively as prek-5 schools to develop consistency amongst our execution of the 5 core competencies of SEL to build individual student's toolboxes of coping skills. (DESE). SDIP 3.3	• Began looking at what Miller School is doing and assessing rationale and impact. • Job alike group during PD days • Collaborative work with Nicole Laviolette. • Trial Wayfinder Program.	• Identify MTSS model for social/emotional support. • Implement and evaluate the fade out of lunch bunches and the shift to recess support by our counselors. • Redefine our anti-bullying curriculum and provide consistency amongst K-2 students.
Implement DESE's new comprehensive Health and PE standards to improve our student's overall mental, emotional and physical health. SDIP 3.3	• Analyzed whether there is enough time dedicated to PE/wellness. • Analyzed the schedule to determine how to increase time.	• Health and Wellness coordinator and admin. will review and plan implementation of the new Health and PE standards. • Health and Wellness teachers will participate in PD related to new curriculum • Implement PE/Wellness twice a week.
Continue to grow a school based Equity committee SDIP 1.3	• School based equity team was formed. • A list of action items were developed and worked through. • Sent a family feedback survey (still compiling results and trends) which will be shared with SAC .	• Merge this with the Equity Audit initiative.

Additional Action Items	
Action Items	**Action Plan**
Build an understanding and use of Collaborative Problem Solving	Develop a school based CPS team to implement CPS strategies and techniques Provide staff with PD to provide an understanding of CPS