Rita E. Miller School

2026-2027

School Improvement Plan

Melissa Boylan, Principal
Caitlyn Johnson, Assistant Principal

School Advisory Council Members:

Melissa Boylan	Principal/Chair	Signature: _____
Kira McGann	Teacher	Signature: _____
Erika Murphy	Parent	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	**17**	**22**	**9**	**2 (mixed prek-2)**
Kindergarten	**20**	**18**	**18**	**18**
First Grade	**21**	**22**	**21**	**21**
Second Grade	**23**	**22**	**22**	**22**
Services only	**2**			
Total enrollment	**300**			

Goal #1: Center equity in our school by ensuring our teaching, tools, and assessments reflect and support the diverse needs of every student, guaranteeing a high-quality start to their educational journey.	
Initiatives	Action Plan FY27
Implement an Equity-Centered MTSS Framework that utilizes comprehensive data analysis (academic, social-emotional, and developmental) to provide responsive, tiered supports. (SDIP 1.1 & 1.3))	• Establish school based systems for analyzing data • Addition of 3 half days- Collaborative Data Meetings (CDM) to analyze literacy, math and SEL data. • Conduct an audit of current assessment tools and data use practices within our school, comparing findings with the other K-2 schools.
Reduce instructional barriers and promote inclusive practices by implementing UDL principles—engagement, representation, and expression. By designing flexible learning environments and using a variety of instructional tools, we can ensure that PreK–2 instruction meets the diverse cognitive, physical, and linguistic needs of all learners. (SDIP 1.2 & 1.3)	• Introduce or continue varied formative assessments to allow students to “show what they know” through a variety of modalities. • Continue to review lessons to break down barriers and apply engagement, representation and expression tools across curriculum areas.
Increase opportunities for student discourse with consistent high-quality discourse routines to position students as thinkers and meaning-makers. Some examples of these routines include: Think-Pair-Share, Collaborative Conversation, Notice and Wonder, 4Rs,Collect and Display, etc) (SDIP 1.3)	• Support our classroom in developing discourse norms for their classroom community. • Participate in professional development of the new science curriculum which includes the routines in the initiative.

Goal 2: Be an active part of district work using the MSBA Feasibility Study and an organizational structure audit to ensure our physical spaces, grade configurations, and school systems are specifically optimized to provide an equitable, high-quality start for every child	
Initiatives	Action Items FY27
Participate in the MSBA feasibility study including the analysis of physical spaces and grade level configurations along with enrollment and neighborhood lines. (SDIP 2.1)	• Have Miller staff participate in the district Robinson project visioning sessions. • Work collaboratively with the district leadership team to provide information and make decisions regarding the MSBA feasibility study.
Develop a district wide portrait of a learner prek-12. (SDIP 2.3)	• Represent the voices of the youngest learners in what the portrait of a learner looks like (skills, behaviors) • Collaborate with other grade spans to ensure consistent terminology and vertical alignment of expectations.

Goal #3 Establish a consistent, school-wide approach to ensure that every student masters core competencies in self-awareness and relationship-building, supported by a school culture that models healthy, responsible, and intentional engagement in all aspects of their lives	
Initiatives	**Action Plan FY27**
Prioritize digital wellness and cognitive development by evaluating our PreK-2 technology expectations. (SDIP 1.4)	• Identify a shared definition of digital wellness as well as high quality technology use vs. passive consumption. • Collect data on our current technology use including frequency/ duration of device use, types of activities (apps, videos, assessments), and when it is used (whole group, centers, intervention)
Work collaboratively as prek-5 schools to develop consistency amongst tier 1 instruction and assessments of SEL and anti-bullying curriculum through the implementation of Wayfinder and CASEL standards. (SDIP 3.3)	• Continue looking at what Miller School is doing and assessing rationale and impact. • Job alike group during PD days and CDMs • Collaborative work with Nicole Laviolette. • Implement Wayfinder Program with consistency • Develop a scope and sequence for “mandatory” lessons
Increase the effectiveness of how student progress is communicated to students and families (SDIP 3.2 & 2.5)	• Participate in the Elementary Report Card committee • Look at Habits of Mind traits and align them to current CASEL standards • Collect feedback from stakeholders around current ways of sharing progress with students and families. • Evaluate how we communicate this information with our families and caregivers.

FY26 Progress on SIP Initiatives

Miller

- **Equity Audit Review and Data Analysis**
  Reviewed findings from the district Equity Audit, including both district and school-level recommendations, and identified a need for additional time to more deeply analyze student data (CDMs).
- **Implementation of the New Massachusetts IEP and 504 Platform**
  Continued to implement and refine practices aligned with the new Massachusetts IEP, along with the platform used for developing IEPs and 504 plans.
- **Professional Development in Universal Design for Learning (UDL)**
  Engaged in year-long professional development focused on UDL, including dedicated time for teachers to collaborate and implement instructional strategies.
- **Elementary Report Card Development**
  Established an elementary report card team to support the development of a more aligned and meaningful reporting system.
- **Expanded Wellness Programming**
  Successfully implemented Wellness programming two days per week.
- **Adoption of SEL Curriculum**
  Adopted Wayfinder to provide structured SEL lessons and resources for teachers and counselors.