



WE HAVE HEART

B. H. Wood School Improvement Plan

2026–2027

Wood School Council Membership

Robin Roberts-Pratt, Principal
Maryann Nameth Teacher
Karen Taranto, Teacher
Kristen Conrad Garrity, Parent
Amanda McCarthy, Parent
Jessi Pereira, Parent
Jim Caprarella, Community Member

School Description	B. H. Wood School is a public elementary school serving students in grades 3-6.			
	School Type	Enrollment	Grades Served	Student/Teacher Ratio
	Public	~320	3 – 6	12.4 to 1
	<p>Student Demographics & Diversity The B. H. Wood School serves a diverse student population of approximately 320 students. Our community identity is reflected in the following breakdown:</p> <ul style="list-style-type: none"> • Race/Ethnicity: 75% White, 11% Hispanic/Latino, 5% Black/African American, 4% Asian, and 5% identifying as Other. • High-Needs Populations: 45.3% of our students are designated as high-needs, which includes: <ul style="list-style-type: none"> ○ Low Income: 30.5% ○ Students with Disabilities: 22.3% ○ English Learners: 8.8% (10% First Language not English) 			
Mission Statement	The mission of the Plainville Public Schools is to promote lifelong learning throughout the community and to prepare students to become responsible, contributing members of a changing society by providing a challenging, rigorous educational program.			
Core Values	<p>At B. H. Wood School, we are guided by our HEART values:</p> <p>[H – High Expectations]</p> <p>[E – Empathy]</p> <p>[A – Acceptance]</p> <p>[R – Responsibility]</p> <p>[T – Teamwork]</p>			
District Strategic Objectives	<p>Strategic Objective #1: Teaching and Learning</p> <p>Establish, implement, and continue the use of standards-based programs (literacy/math) and investigate, identify, and implement standards-based programs for science/social studies to support an accessible, cohesive, standards-based PK–6 curriculum with effective measures of student achievement.</p> <p>Strategic Objective #2: Tiered Systems of Support</p> <p>Maximize the success of all students through the development and implementation of an MTSS model that is adapted to the needs of Plainville.</p>			

PriorityAreas	<p>Strategic Objective #3: Climate, Culture and Well-Being</p> <p>Ensure all students, staff, and family members feel included, valued, and engaged as important members of the school community through the use of equitable and inclusive practices.</p>
	<p>Strategic Objective #4: Professional Development</p> <p>Develop and implement a professional development plan that provides high-quality professional development opportunities for all staff members.</p>
	<p>Strategic Objective #5: District Operations</p> <p>Ensure a safe and secure learning and working environment for all by advocating for appropriate funding that will drive effective, efficient systems for all areas of operations districtwide (budget, facilities management, food services, human resources, technology infrastructure). Establish the current safety committee to establish a common focus and measurable outcomes that ensure safe and secure schools.</p>
	<p>Pedagogy: Teaching and Learning</p> <p>Tiered Systems of Support: MTSS/BEST</p> <p>Climate, Culture, and Well-Being</p>

Strategic Objective- Tiered Systems of Support: MTSS

Goal: By June 2027, all BEST/grade-level teams at Wood Elementary School will routinely use common assessment data — DIBELS, EBLI, UFLI, STAR, unit assessments, ThinkSRSD writing prompts, Illustrative Math assessments, and/or Social Emotional data collection, to identify student needs and match them to tiered supports by utilizing strategies from the District Curriculum Accommodation Plan (DCAP).

<p>Success will be evidenced by:</p> <p>Professional Learning: The administrative team will deliver tiered professional learning for all staff, focused on Tier 1 HQIM (High-Quality Instructional Materials) as the non-negotiable foundation.</p> <p>DCAP Alignment: All staff will participate in a structured review of the Plainville DCAP,</p>	<p>Key Action Steps:</p> <ul style="list-style-type: none"> • Administer beginning-of-year staff reflection tool to measure growth in MTSS understanding and confidence navigating the pre-referral process. • Develop and deliver tiered MTSS professional learning for all staff (led by administrative team), with explicit
---	---

specifically focusing on the pre-referral process and its link to BEST team referrals.

Structural Clarity: The establishment of clearly defined BEST team membership, facilitation roles, data collection, and documentation expectations.

Standardized Protocols: Implementation of documented protocols that specify the required Tier 1 differentiation, accommodation strategies, and student data needed before a BEST team referral.

Staff Confidence: Increased staff understanding in navigating the pre-referral process and making intervention decisions.

emphasis on Tier 1 HQIM fidelity as the foundation of the system.

- Facilitate a structured staff review of the Plainville DCAP, focusing on the pre-referral process, accommodation strategies, and connection to BEST team referrals.
- Define and document BEST team membership, facilitation roles, and meeting structure in a shared, accessible format.
- Establish and communicate clear referral protocols: what Tier 1 differentiation, accommodation strategies, and student data must be documented before a student is brought to the BEST team.
- Embed DCAP language and pre-referral expectations into BEST team meeting agendas and documentation templates.
- Expand data meeting focus to include both English Language Arts and Math; establish shared expectations for what math data (e.g., IM formative assessments, universal screening) will be reviewed at each data cycle.
- Administer end-of-year staff reflection tool to measure growth in MTSS understanding and confidence navigating the pre-referral process.

Current Data/Trends

- Established Data Team Meetings- Beginning, Middle, and End of year focused on ELA
- BEST referral document
- Roles are identified
- Teachers are bringing student work samples & anecdotal data, referencing DIBELS data and some unit assessments

Strategic Objective- Pedagogy: Teaching and Learning

Goal: By June 2027, Wood Elementary School will sustain and deepen the integration of ThinkSRSD within **Wit & Wisdom** ELA units through a teacher-leader model.

Success will be evidenced by:

Curriculum: Teacher-leaders will develop and share ThinkSRSD replacement lessons for every Wit & Wisdom unit across all grade levels.

Collaboration: All grade-level teams will participate in at least two structured peer observations focused on ThinkSRSD strategies.

Instruction: All teachers will implement at least one ThinkSRSD writing task per unit.

Documentation: Implementation will be verified through student work products, learning walks, and end-of-year staff reflections.

Key Action Steps:

- Identify and confirm ThinkSRSD teacher-leaders to anchor the shared implementation model.
- Trained teacher-leaders develop and share ThinkSRSD replacement lessons across all Wit & Wisdom units per grade level, organized in a shared, accessible format.
- All grade-level teams will participate in at least two structured peer observations focused on ThinkSRSD implementation, with a debrief protocol.
- Grade-level meetings used for collaborative lesson review, planning, and debrief — with student work as a regular artifact for discussion.
- Learning walks focused on ThinkSRSD implementation, with attention to both teacher instructional moves and visible student strategy use.
- Collect student work samples at least twice per year (fall and spring) to document student use of ThinkSRSD planning tools and genre writing structures within Wit & Wisdom tasks.
- Administer end-of-year staff reflection tool to document growth in ThinkSRSD understanding and implementation.

Goal: By June 2027, Wood Elementary School will strengthen high-quality Tier 1 instruction by ensuring the consistent and effective implementation of *Investing History* (grades 3–6) and *Project Lead The Way* (grades 3–5), resulting in increased student engagement, improved instructional coherence, and measurable growth in student learning outcomes across participating classrooms.

Success will be evidenced by:

Instructional Time: Grade 6 classrooms maintain a 45-minute daily IH block. Grades 3-5 will maintain three 30- minute IH blocks per week. Grades 3-5 will implement at least one PLTW unit.

Lesson Integrity: Consistent evidence of inquiry-based learning that promotes investigation, critical thinking, and consistent academic discourse where students explain and refine their thinking.

Data-Driven Planning: Regular use of ongoing assessment and student performance data to guide planning, adjust instruction, and ensure targeted support so all students can master key skills and concepts.

Professional Growth: Documented "Learning Walks" showing increased proficiency in lesson facilitation and student engagement.

Key Action Steps:

- Maintain consistent instructional time structures: Grade 6 will implement a 45-minute daily IH block, while Grades 3–5 will implement three 30-minute IH blocks per week and at least one PLTW unit annually.
- Strengthen lesson integrity by ensuring instruction consistently reflects inquiry-based learning, critical thinking, and structured academic discourse where students explain, justify, and refine their thinking. Tie in to Wit and Wisdom practices.
- Implement data-driven planning practices through the regular use of formative assessments and student performance data to adjust instruction, provide targeted supports, and ensure mastery of essential skills and concepts in IH and PLTW. Meet as advisory/curriculum teams throughout the year.
- Support professional growth through ongoing "Learning Walks" and IH coaching sessions that document and improve instructional practice, focusing on increased teacher proficiency in facilitation and enhanced student engagement.

Current Data/Trends

- **Inconsistent Instructional Time:** There is a noticeable variation across grade-level classrooms in the amount of time devoted to social studies and science instruction.
- **Varied Instructional Resources:** Teachers are using multiple and differing resources to meet curriculum standards, resulting in potentially inconsistent learning experiences for students.
- **Need for Instructional Uniformity:** This variation highlights the need to establish greater consistency in instructional time, materials, and expectations across all classrooms within each grade level to ensure equitable access to grade-level standards and improved coherence in teaching and learning.

Strategic Objective-Climate, Culture, and Well-Being

Goal: By June 2027, Wood Elementary School will strengthen a positive and collaborative culture by increasing meaningful student socialization during recess through reduced reliance on computer and screen-based activities, while also promoting classroom learning that emphasizes inquiry and investigation. Instruction will be further enhanced through structured academic discourse, including Socratic seminars and classroom debates, to support students in articulating thinking, engaging with peers, and deepening understanding through evidence-based discussion.

Success will be evidenced by:

Increased Peer Interaction at Recess:

Higher levels of student-to-student engagement during recess with reduced reliance on screen-based activities.

Stronger Inquiry-Based Learning:

Classrooms show increased student questioning, investigation, and problem-solving during instruction.

Consistent Academic Discourse

Practices: Regular implementation of Socratic seminars and classroom debates across grade levels.

Improved Student Communication Skills:

Students more effectively articulate thinking,

Key Action Steps:

- Implement structured and unstructured recess opportunities that prioritize student-to-student engagement, including games, clubs, and activity stations that reduce reliance on screens.
- Establish and consistently communicate expectations that limit or eliminate screen-based activities during recess to promote active play and socialization.
- Support teachers in designing lessons that prioritize questioning, investigation, and student-driven exploration across all content areas.
- Ensure consistent use of Socratic seminars, classroom debates, and structured peer discussions to

support ideas with evidence, and respond to peers.

Growth in Collaborative Learning Time:

Increased use of hands-on, discussion-based, and group learning activities instead of independent screen use.

Positive Classroom Observation Trends:

Learning walks and walkthrough data show higher levels of student engagement and voice.

Improved Student Sense of Belonging:

Student feedback reflects stronger connection to peers and increased enjoyment of in-person learning.

Reduced Screen Dependency: Noticeable decrease in passive screen-based activities during both instructional time and recess.

strengthen student voice and reasoning.

- Provide ongoing training and coaching focused on facilitating inquiry-based learning and high-quality academic discussions.
- Conduct regular walkthroughs focused on identifying evidence of inquiry, investigation, and student discourse, followed by actionable feedback.
- Embed expectations for collaborative learning in daily instruction, increasing opportunities for partner and group work over independent screen use.
- Collect student feedback on engagement, belonging, and learning experiences to guide instructional and cultural adjustments.

Current Data/Trends

- Current instructional practices reflect a need to consistently increase the use of inquiry, investigation, and academic discourse across all content areas to ensure students are regularly engaged in higher-level thinking and have meaningful opportunities to demonstrate and deepen their understanding. .
- Recess and portions of the school day reflect frequent use of screens and limited structured peer interaction, reducing opportunities for meaningful socialization and collaborative skill development.
- Students have inconsistent opportunities for sustained academic conversation, such as Socratic seminars and debates, indicating a need to strengthen and expand these practices as we implement new curriculum and reinforce existing instructional approaches that have been in place over the past three years, in order to better support the development of communication, reasoning, and evidence-based thinking skills.

Appendix A: Evidence towards goals

GOAL	ACTION STEPS	STATUS
By June 2027, all BEST/grade-level teams at Wood Elementary School will routinely use common assessment data- DIBELS, Foundations/UFLI unit assessments, ThinkSRSD writing prompts, Illustrative Math assessments, and/or Social Emotional data collection - to identify student needs and match them to tiered supports, including strategies from the district's DCAP.		[Met / Partially Met / Not Met]: [Brief description of what was accomplished]
By June 2027, Wood Elementary School will sustain and deepen the integration of ThinkSRSD within Wit & Wisdom ELA units through a teacher-leader model.		
By June 2027, Wood Elementary School will strengthen high-quality Tier 1 instruction by ensuring the consistent and effective implementation of <i>Investing History</i> (grades 3–6) and <i>Project Lead The Way</i> (grades 3–5), resulting in increased student engagement, improved instructional coherence, and measurable growth in student learning outcomes across participating classrooms.		

<p>By June 2027, Wood Elementary School will strengthen a positive and collaborative culture by increasing meaningful student socialization during recess through reduced reliance on computer and screen-based activities, while also promoting classroom learning that emphasizes inquiry and investigation. Instruction will be further enhanced through structured academic discourse, including Socratic seminars and classroom debates, to support students in articulating thinking, engaging with peers, and deepening understanding through evidence-based discussion.</p>		
---	--	--

