

Norwood Public Schools
Norwood, Massachusetts

Early Childhood
LMPA/Willett

School Improvement Plan
2021-2023

Principal: Stephen Billhardt

School Mission Statement:
Mission Statement:

The Mission of the Willett Early Childhood Center and Little Mustangs Preschool Academy is to maximize the potential for all students to:

- ◆ Experience a safe, friendly and cooperative educational environment as a naturalistic setting for learning experiences.
- ◆ Experience developmentally appropriate programs that respect individual differences helping each child to reach his/her potential.
- ◆ Acquire intellectual and social skills in an age appropriate environment.
- ◆ Develop a positive self-concept in an environment that promotes and accepts the individual child.
- ◆ Understand, accept and respect the cultural and intellectual differences of a diverse society by example provided by staff.
- ◆ Explore technology in an age appropriate environment



**Willett/LMPA School Council Members
2021 - 2022**

Name	Role	Email
Stephen Billhardt	Principal/Co Chair	sbillhardt@@norwood.k12.ma.us
Shawn Cogan	LMPA Parent: Co Chair Room 3	shawn.cogan@gmail.com
Sarah Griffin	Willett and LMPA Parent (A3) and Room 4	sgriffin@norwood.k12.ma.us
Rachel Howard	Willett Parent (A6) Moved out of town in March	eraft.rachel@gmail.com
Jessica Dignam	Willett Parent (C6)	jessica.dignam@mail.de
Heather Olins	Willett Parent (C5)	olins@bc.edu
La Tasha Bryant Bruneau	Willett Parent (C6)	tashmook@yahoo.com
Karen Murray	LMPA Parent: Twins in Room 6	kmurray9515@gmail.com
Patty Doucette	Willett Kindergarten Teacher/Head Teacher	pdoucette@norwood.k12.ma.us
Kim Beaudet	LMPA Teacher	kbeaudet@norwood.k12.ma.us
Lynne Doherty	Willett Kindergarten Teacher	ldoherty@norwood.k12.ma.us
Joan MacLean	Willett Kindergarten Teacher	jmaclean@norwood.k12.ma.us
Alicia Silva	Willett Kindergarten Teacher	asilva@norwood.k12.ma.us

Meeting Dates:

- Wednesday, December 8th @ 3:00 pm
- Tuesday, January 25th @ 6:00 pm
- Thursday, March 3rd @ 3:00 pm
- Tuesday, April 12th @ 6:00 pm
- Wednesday, May 18th @ 3:00 pm (If Necessary)

NORWOOD PUBLIC SCHOOLS
Early Childhood: LMPA/Willett
SCHOOL IMPROVEMENT PLAN

Priority Area #1:	
Goal: Engage in cycles of professional development around the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension), as well as writing instruction.	
Action Item	Status
Explore each of the five components in 15-20 minute workshops at faculty meetings where teachers will learn engaging ways to incorporate key instructional strategies into their core and small group instruction.	At multiple faculty meetings throughout the year at the Willett, topics of phonemic awareness (Heggerty) and small group instruction was explored with references made in particular to English Language Learners. Funations presentation given by the reading teacher to LMPA teachers in March of 2022.
Continue to improve implementation of myView curriculum by engaging in district provided Writing Professional development and follow up sessions.	Full day workshop was provided to teachers in October of 2021.
Review, revise and expand upon the Week at a Glance pacing guides.	PACING & MUST-DOs: School Year 2021-2022 shared with all teachers.
Use common planning time to engage in a data cycle protocol where teachers work together to examine CBM data and problem solve with each other around how to better support all students, or individual students, in their classrooms.	Common time initiated at the Willett. Three teams were created to include all 13 kindergarten teachers, reading teachers, ELL teachers and special educators.
Provide professional support and follow up by modeling or conducting demo lessons, providing time for peer observations.	Four district wide coordinators at the Willett and provided opportunities to all teachers for meeting and observation times.
Overview	
The pacing guide created and shared by our ELA Coordinator was extremely helpful for the teachers and the principal. The ELL and ELA coordinators attended several faculty meetings each and worked together to have our ELL receive training in Foundations, and communicate how the work of the ELL teachers supports Tier 1 instruction for all students not only the ELL students. Heggerty phonological and phonemic awareness lessons were begun in all kindergarten classes starting late winter.	
Next Steps	
<ul style="list-style-type: none"> ● Monthly sharing and reminder of pacing guide to kindergarten classrooms teachers to help become even more consistent with the pacing among the 13 classrooms. ● Common planning time will commence at the start of the school year to help facilitate the communication of what is working well in each book 1-5 and which lessons are redundant. 	

- Master schedule is being developed to help support the more efficient use of our ELL teachers to push into the classrooms. This will also allow the teachers to be put into 3 teams and thus allow us to create flexible skills groups.

Priority Area #2:

Goal: The Willett School will revise and streamline the tiered student support team (SST) referral and documentation process to better document and address student areas of weakness and/or developmental delay. This will utilize both general and special education colleague support and referrals for services.

Action Item	Status
Develop a more efficient and streamlined SST referral process that teachers and staff are aware of and have access to.	Summer workshop/professional development was done by several members of the student support team resulted in updated SST steps to be followed.
Include general education peers to each SST meeting.	Not accomplished yet.
Create a parent notification for a screening document to increase parent involvement in the SST process.	See linked: Parent Notification of Intervention Activities-Screening
Create a related service providers notification system such that each provider and general education teacher is aware of their steps to take, and the timeline, following an SST referral.	See Linked: SST Specialist Next Steps Template
Determine one (or two) common day(s) and times where the SAC, OT and SLP are at the school each week and set a common SST meeting time.	Thursdays @ 12:15 and at 2:40.
Use the Student Support Team (SST) to gather data and provide interventions for students that are not making effective progress in their classroom.	Being done at classroom level, but not currently through the SST.
Have the Willett related service providers and interventionists (ELL, reading, OT, PT, SLP, Counseling) provide specific, short term and achievable strategies that can be integrated into the classroom by the regular education teacher.	In progress
Schedule monthly common planning time with related service providers and Principal to provide case consultation and discuss the SST process.	Initiated, but still a work in progress.

Overview

The Student Support Team (SST) is spearheaded by the School Adjustment Counselor and by the School Principal. A member of our reading services team (Reading Teacher or Title 1 Teacher) is part of the team as well as the Speech and Language Pathologist. The referring classroom teacher attends to “present” the concerns of a child. This team needs to be increased in size. A challenge is also determining intervention strategies in addition to reading support and prior to the recommendation of screenings and moving towards a special education evaluation.

Next Steps

- Increase the size of the SST.
- Present the SST model at a late October faculty meeting.
- Examine the data from the CBM assessments so everyone can better understand making progress, lack of progress or making progress in relation to their peers, etc.
- Determine if open blocks of time in the OT, PT and SLPs schedules can be used for intervention work in classrooms where children are being referred to the SST.

Priority Area #3:

Goal: Social Emotional Learning (SEL): Expand on our use of The Open Circle Program at the Willett. Initiate the Second Steps program at LMPA to promote the social and emotional development of our students.

Action Item	Status
Open Circle: Expand the number of weekly lessons from 1 to 2 per week.	In progress.
Use supplemental read aloud texts that connect the MyView program and SEL topics as a way to efficiently connect and blend the two disciplines.	In progress.
Professional Development on the Second Steps Program	Professional development time used at the November 2021 workshop time at LMPA.
Trial a unit from Second Steps by the end of the 20-21 school year at LMPA	Completed by the school principal.
Compare texts from Second Steps to our current SEL library to determine best for our population	Summer PD completed at LMPA during summer of 2021.

Overview

The kickoff of the Second Steps program has been positive and well received. Visuals are posted in each classroom and around various common areas at LMPA. Additional books were purchased through our library program that supports the Social Emotional program at the Willett.

Next Steps

- We have learned that the Open Circle program will no longer be providing support after June of 2024. The five elementary schools, and the Willett, will be exploring alternative programs to pilot and/or adopt in the coming year or two.

Priority Area #4:

Goal: Reestablish and strengthen parent involvement of the schools both inside the schools and at the students homes.

Action Item	Status
Develop and share tips for parents about how to support their child at home (remote, homework, games, etc.)	Regular newsletters from teachers to parents. Tips and information shared with families whose students received reading services.
Share School Council updates in the parent newsletter.	Not accomplished yet.
Initiate Parent Roundtable “Coffees and Discussions”.	Not accomplished yet.
Continue the use of Seesaw app for home/school sharing and involvement.	A number of teachers have maintained this tool to communicate with families. All students that received COVID tutoring were communicated through with Seesaw.
Continue to use Google Meet with parents to help support home and school meetings, conversations, conferences and IEP meetings.	Ongoing for all annual reviews, three year evaluations, 504 meetings, PTO, School Council, etc.

Overview

We had hoped that the return to the classrooms in the fall of 2021 would bring normalcy and a return to parent volunteers, parents and guardians in the classrooms and hallways and the opportunity to gather in person as we have traditionally done in the past. This was not the case. We are optimistic that as we learn to live with the Corona virus in the future that parent/guardian gatherings will become more common again. Google Meetings have continued this year and are a wonderful tool to gather people in different schools and it allows parents to attend virtually which is helpful to many working parents and guardians. End of year celebrations will be done in person at both schools this spring and not virtually.

Next Steps

- Consider using S'More as a parent newsletter format.
- Train the two administrative assistants to start bi-weekly newsletters that outline upcoming events and gatherings.
- Use the PTO monthly meetings to provide parent education and outreach.
- Communicate and highlight the Virtual Backpack that is on our website.

Priority Area #5:

Goal: Focus on Diversity, Equity and Inclusion (DEI) issues and topics that broaden our understanding and make our schools more inclusive, equitable and diverse institutions.

Action Item	Status
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Ensure a diverse candidate pool when screening and interviewing for teachers and professional staff.	Accomplished for a number of screenings and searches.
Encourage parents of color and parents of ELL students and second language to become more involved in the School Council and PTO.	One parent of color joined the School Council.
<p>Recognize diverse populations and cultures by learning about holidays through storytelling, literature, and cultural arts programs. Refer to the Heritage Month Guide as opportunities to learn about and celebrate diversity.</p> <p>Examples:</p> <ul style="list-style-type: none"> September 15-October 15: National Hispanic-Latino Heritage February: Black History March: Women’s History May: Asian Pacific American Heritage, Older Americans and Jewish American Heritage 	<p>Weekly Things to Know sent out by the school principal highlighted these months of awareness, brought them to the attention of teachers and staff.</p> <p>Students exposed to Ramadan traditions by a new member of the Willett staff.</p> <p>The Norwood Arts team shared a number of resources for Black and Women’s History months.</p>
Invite Mystery Readers to help support cultural awareness and celebrations through the teaching of vocabulary, literature and storytelling.	No Mystery Readers into the building at this time yet.
Book Cultural Arts events a year (2 at each school) that highlight, celebrate and expose and teach about DEI topics and issues.	The Willett library teacher spent a large portion of their budget to purchase books in second languages. Additional budget dollars need to be identified for this purpose as these books tend to cost significantly more than their counterparts in English.
Overview	
The LMPA and Willett staff and faculty engaged in 6 professional development workshops run by the Highlander Institute. Interview screening teams were instructed to recommend a diverse group of candidates to be interviews which included teachers of color, men, candidates that speak languages other than English and those new to the field as well as mid career and seasoned educators.	
Next Steps	
<ul style="list-style-type: none"> ● Use common plan time and some parts of faculty meetings to continue to explore topics that include cultural competency, blind spots and stereotypes. ● Explore hiring fairs that are more likely to attract diverse teacher candidates (such as Nemnet). 	