

Norwood Public Schools  
Norwood, Massachusetts



**Principal:**  
Michael L. Baulier, Ph.D.

**School Mission Statement:**

The mission of the Willett Early Childhood Center 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 all children to reach their 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

## School Data Snapshot - Willett Early Childhood Center

### Selected Populations %

	2018-2019	2019-2020	2020-2021	2022-2023
First Language not English				
English Language Learner	N/A	N/A	28.7	27.7
Students with Disabilities	7.2	8.6	19.7	12.9
High Needs	39.8	44.8	45.6	54.7
Economically Disadvantaged	21.2	21.2	21.8	41.4

### Average Class Size

	2018-2019	2019-2020	2020-2021	2022-2023
All Grades	20	21	20	20

## Accountability Measures

Please note that since the Willett only serves children at the kindergarten level, several accountability measures, including the Massachusetts Comprehensive Assessment System (MCAS), are not available for the Willett Early Childhood Center.

Please share highlights of your school's progress in FY' 2022-2023 (200 words max):

### Willett

- **Literacy** - Received the DESE Early Literacy Grant, which has provided professional development, coaching, and assessment analysis focused on evidence-based literacy practices and materials. The kindergarten team concentrated on the foundational literacy skills of phonics and phonemic awareness for SY22-23 and will move forward in this work with reading comprehension and writing for SY23-24.
- **Literacy and Data Driven Instruction** - Implemented a comprehensive evidence-based assessment system, inclusive of assessment for learning and assessment of learning, to inform instruction and meet the specific needs of all students. The assessment system was a culmination of collaborative work completed by the ELA curriculum coordinator and Willett educators. With support from the DESE Early Literacy Grant funding, the Willett adopted the DIBELS literacy assessment and initiated Multi Tiered Systems of Support (MTSS) practices, including data meetings for all kindergarten classrooms
- **Social Emotional Learning** - Selected Second Step as the social emotional learning (SEL) curriculum for the Willett community in alignment with LMPA who has been using Second Step for two years. Kindergarten classrooms piloted Second Step from October to December before recommending this curriculum to the SEL curriculum selection committee. Dr. Baulier and Ms. Wilson (school adjustment counselor) are collaborating with the Second Step to plan professional development for Willett and LMPA staff members in September, 2023.
- **Positive Behavior Intervention System** - Introduced the ABC core values (Always try our best; Be inclusive; Create positive change) and piloted a Positive Behavior Intervention System (PBIS), which includes a daily morning routine, monthly community assemblies, specific and tangible praise, inclusive and culturally responsive language, and staff recognition. A PBIS team facilitated by Ms. Wilson and Ms. Blake (BCBA) is reflecting on the SY22-23 PBIS and making recommendations for SY23-24.
- **Culturally Responsive and Sustaining Pedagogy** - Collaborated with Highlander to critically consume the MyView English Language Arts (ELA) curriculum through a culturally responsive and inclusive lens. Relatedly, the Willett community supplemented MyView with complex and enabling texts, including *We Move Together* by Kelly Fritsch, Anne McGuire, and Eduardo Trejos, *Mae Among the Stars* by Roda Ahmed, and *Nigel and the Moon* by Antwan Eady. An Instructional Leadership Team (ILT) will continue to critically consume curriculum and plan and facilitate collaborative learning for staff throughout SY23-24.

**NORWOOD PUBLIC SCHOOLS**  
**Willett Early Childhood Center**  
**PRIORITY AREAS SUMMARY**  
**2023-2025 SCHOOL IMPROVEMENT PLAN**

**PRIORITY AREAS:** Please outline below the objectives to be targeted for improvement at your school this year. These objectives should be identified by the School Council upon examining data on student performance and achievement and selected as priorities identified by data collected last year showing a concern about the progress of all students.

This statement should be submitted by the Principal to the Superintendent of Schools after extensive consultation and review by the School Council.

PRIORITY AREAS
<b>Priority Area #1:</b> Facilitate equitable literacy so that all students, especially those who have been historically underserved, fully realize their potential and become readers and creators of powerful texts
<b>Priority Area #2:</b> Leverage the diversity and expertise of our community and of equity and inclusion scholarship to promote inclusive, culturally responsive, and antiracist classrooms for all students
<b>Priority Area #3:</b> Implement intentional and proactive social emotional learning lessons and supports to teach prosocial strategies and skills that promote the wellbeing of all students
<b>Priority Area #4:</b> Promote inclusive family engagement through proactive efforts, critical dialogues, open feedback, and affirming relationships so that all students and families experience a positive introduction to Norwood Public Schools

**How will these priorities support the NPS Strategic Plan?** (200 words max)

**Priority # 1 - Equitable Literacy**

3.1 Establish standardized instructional practices for the district, based on best practices, and build understanding among the teaching staff.

3.4 Identify core instructional programming for each level and content area to ensure equity and horizontal and vertical alignment

3.6 Analyze and synthesize data to inform instruction for all students and create personalized learning and targeted instruction.

**Priority # 2 - Equity and Inclusion**

3.7 Develop and implement inclusive practices that consistently meet diverse learning needs in grades PK12.

5.2 Increase district capacity for culturally responsive practices that encompass all aspects of school life (community, PTO, engagement, etc.)

**Priority # 3 - Social and Emotional Learning**

5.0 Create a culture of care, inclusion, and safety for every student and their family in the Norwood

5.1 Develop a preK-12 systematic approach to building student and teacher capacity for social emotional learning

**Priority # 4 - Family Engagement**

1.2 Develop community outreach and parent partnerships which will serve to educate and inform the stakeholders regarding district initiatives (e.g., central registration).

5.3 Engage parents through culturally competent communication and outreach to support social emotional learning.

**What professional development will be offered to support these priorities? Give a brief description and link to a more detailed plan.**

**Priority # 1 - Equitable Literacy**

- The Willett community will continue to collaborate with the DESE literacy coach / consultant with funding support from the DESE Early Literacy Grant (through SY24-25)
- The Willett community will engage in collaborative learning planned and facilitated by the ILT, EL Curriculum Coordinator, and SY22-23 Highlander CRSP Champions to focus on critical consumption of the MyView ELA curriculum

**Priority # 2 - Equity and Inclusion**

- With One8 Foundation, Mass STEM Hub and grant funding support (through SY25-26), Willett educators will engage in collaborative learning planned and facilitated by the ST Math coach, Math Curriculum Coordinator, and ST Math champions to focus on ST Math, a math standards aligned and differentiated curricular program
- Willett staff members will receive Safety Care training during SY22-23 and SY23-24

**Priority # 3 - Social and Emotional Learning**

- Willett staff members will receive Second Step professional development to explain how the social emotional learning curriculum is organized and provide opportunities for educators to plan their SEL lessons for the beginning of the school year
- Willett staff members will engage in NPS professional development focused on trauma informed classrooms

**Priority # 4 - Family Engagement**

- Willett staff members will engage in collaborative learning focused on schoolwide and classroom level family engagement efforts during staff meetings and common planning time

[\*\*DRAFT Professional Development Plan - SY23-24 \(as of 4/30/23\)\*\*](#)

**Willett Early Childhood Center  
SCHOOL IMPROVEMENT PLAN**

**ACTION PLAN:** For each objective listed on the previous page, please describe a plan for improvement. The plan should include a list of activities; who will be involved; and over what time frames the problem will be addressed. A clear, concise explanation of how the improvement sought will be measured should be a part of this plan.

<p style="text-align: center;"><b>Priority Area #1:</b></p> <p style="text-align: center;">Goal: Facilitate equitable literacy so that all students, especially those who have been historically underserved, fully realize their brilliance and become readers and creators of powerful texts.</p>			
Action Item	People Responsible	Timeline	Evidence of Success
Provide educators with multiple, meaningful, and targeted professional learning opportunities that focus on the different ways that students learn language and communication skills (science of reading), including students who are neurodivergent and/or multilingual, to inform tier 1 and tier 2 literacy instruction in the classroom	Principal  ELA Curriculum Coordinator  Early Literacy Grant Leadership Team  Classroom Educators	2023-2025  Common Planning Time (CPT)  Staff Meetings  Professional Development	Student growth as evidenced by BOY, MOY, & EOY DIBELS, Foundations, and MyView data  Observation of evidence based and inclusive literacy instruction in classrooms  Agendas, slide decks, and educator-facing resources from professional learning opportunities
Analyze literacy data to inform intentional groupings of students and plan differentiated and evidence-based lessons that prepare all students to meet or exceed grade level standards	Principal  ELA Curriculum Coordinator  Early Literacy Grant Leadership Team  Early Literacy Data (MTSS) Leadership Team  Classroom Educators	2023-2026  Common Planning Time (CPT)  Staff Meetings  Professional Development	Student growth as evidenced by BOY, MOY, & EOY DIBELS, Foundations, and MyView data  Observation of small group literacy instruction in classrooms that includes differentiation and evidence based practices

Critically consume and implement My View curriculum to ensure all students are regularly engaging in interactive read alouds of complex and enabling texts with opportunities to talk, think, write, and learn about a variety of topics that build background knowledge and promote positive literacy experiences	Principal	2023-2024	Updated ELA scope and sequence that includes complex and enabling read-aloud texts
	ELA Curriculum Coordinator	Common Planning Time (CPT)	
	Early Literacy Grant Leadership Team	Staff Meetings	Student work products that demonstrate understanding of MyView ELA curriculum essential questions, big ideas, and literacy skills
	Classroom Educators	Professional Development	
	Instructional Leadership Team	Observation & Coaching	
		Literacy Assessment Team	
		School Site Council	
<b>Budget Implications:</b> What impact will implementing this priority have on the school budget? Is this budget neutral?	This priority is budget neutral. The Willett will continue to receive literacy funding support from the DESE Early Literacy Grant through SY24-25.		

Priority Area #2:			
Goal: Leverage the diversity and expertise of our community and of equity and inclusion scholarship to promote inclusive, culturally responsive, and antiracist classrooms and schools for all students			
Action Item	People Responsible	Timeline	Evidence of Success
Utilize grade level standards and an aligned assessment system to analyze student data and inform progress monitoring for all students through a lens of equity and inclusion	Principal	2023-2025	Student growth as evidenced by BOY, MOY, & EOY
	ELA, Math, Science, and Multilingual Curriculum Coordinators	Common Planning Time (CPT)	DIBELS, Foundations, MyView, Envisions, ST and Math data
		Staff Meetings	
	Classroom Educators	Professional Development	Student growth as evidenced by ACCESS scores for multilingual learners, IEP progress reports for students with disabilities, and general education assessment
	Early Literacy Data (MTSS) Leadership Team	Observation & Coaching	
		Literacy Assessment Team	

			disaggregated by race
Embed celebration of neurodiversity; racial, cultural, linguistic, and gender identities; and differences throughout our early childhood community, including representation in texts, asset-based language, and dis/ability and antiracist advocacy	Principal  ELA, Math, Science, and Multilingual Curriculum Coordinators  Classroom Educators	2023-2025  Common Planning Time (CPT)  Staff Meetings  Professional Development  School Council Meetings  PTO Meetings	Updated ELA scope and sequence that includes complex and enabling read-aloud texts  Multiple community celebrations of neurodiversity; racial, cultural, linguistic, and gender identities; and differences (dis/ability awareness speakers, Black history celebration, Down Syndrome Awareness Day, mystery readers, etc.)
Partner with families to extend classroom dialogues about racial, cultural, gender, and linguistic diversity and engage in learning that affirms and celebrates all identities of all students and families	Principal  Classroom Educators  School Council  PTO  Families	2023-2025  Common Planning Time (CPT)  Staff Meetings  Professional Development  School Council Meetings  PTO Meetings	Growth since SY22-23 as evidenced by Family Experience Survey data  Multiple community celebrations of neurodiversity; racial, cultural, linguistic, and gender identities; and differences (dis/ability awareness speakers, Black history celebration, Down Syndrome Awareness Day, mystery readers, etc.)
Provide educators with multiple, meaningful, and targeted professional learning opportunities that focuses on improving cultural competence and applying	Principal  Classroom	2023-2025  Common	Agendas, slide decks, and educator-facing



an antiracist lens to teaching, learning, and family engagement	Educators  ELA, Math, Science, and Multilingual Curriculum Coordinators	Planning Time (CPT)  Staff Meetings  Professional Development	resources from professional learning opportunities
<b>Budget Implications:</b> What impact will implementing this priority have on the school budget? Is this budget neutral?	This priority is budget neutral.		

<b>Priority Area #3:</b>  Goal: Implement intentional and proactive social emotional learning lessons and supports to teach prosocial strategies and skills that promote the wellbeing of all students			
Action Item	People Responsible	Timeline	Evidence of Success
Leverage the Safety Care training of staff members to respond to students with social emotional and/or behavioral needs with evidence-based practices, de-escalating language, and compassion	School Adjustment Counselor  BCBA  Principal  Classroom Educators	2023-2025  Staff Meetings  Professional Development  Safety Care Team Meetings	Growth since SY22-23 as evidenced by incident report data   Staff member completion of Safety Care training
Utilize the Second Step, Zones of Regulation, and Social Thinking language and strategies to engage all students in learning about perspective taking, coping skills, conflict resolution, and prosocial behaviors	School Adjustment Counselor  BCBA  Principal  Classroom Educators	2023-2025  Staff Meetings  Professional Development	Staff member completion of Second Step professional development   Observation of Second Step lessons in classrooms and Second Step, Zones of Regulation, and/or Social Thinking language and resources used to support students
Collaborate as a Positive Behavior Intervention System (PBIS) team to promote a sustaining school culture through positive reinforcement of expected behaviors	School Adjustment Counselor	2023-2025  PBIS Team Meetings	Documentation of PBIS, including core values, expected

	BCBA Principal PBIS Team Classroom Educators	Staff Meetings Professional Development School Community Assemblies	behaviors, and positive reinforcement options  Observation of staff members utilizing PBIS to support students, including community assemblies, expected behaviors language, and positive reinforcement
Provide educators with multiple, meaningful, and targeted professional learning opportunities that focus on supporting students' social emotional learning	School Adjustment Counselor BCBA Principal PBIS Team Classroom Educators	2023-2025 Common Planning Time (CPT) Staff Meetings Professional Development	Agendas, slide decks, and educator-facing resources from professional learning opportunities
<b>Budget Implications:</b> What impact will implementing this priority have on the school budget? Is this budget neutral?	NPS has purchased Second Step curriculum materials and professional development resources for the Willett through SY25-26. Beyond SY25-26, NPS will need to purchase another license to access Second Step curriculum materials.		

<b>Priority Area #4:</b>  Goal: Promote inclusive family engagement through proactive efforts, critical dialogues, open feedback, and affirming relationships so that all students and families experience a positive introduction to Norwood Public Schools			
Action Item	People Responsible	Timeline	Evidence of Success
Analyze the Family Experience Survey data and leverage this feedback from families to improve upon our community's family engagement efforts	Principal All Staff School Council	2023-2025 Staff Meetings Professional Development	Action steps resulting from analysis of Family Experience Survey data (Example -

	PTO	Common Planning Time School Council Meetings	Countdown to Kindergarten Student Orientation in June)
Provide multiple access points (volunteering, attending school events, etc.) for families to be involved in the school community, learn information, share their assets, and provide feedback	Principal All Staff Families	2023-2025 School Council Meetings PTO Meetings	Multiple access points for families to be involved in the school community (Example - Munchkins with Michael listening and learning sessions for families)
Provide multiple opportunities for families to visit their children's classroom communities and celebrate their learning	Principal Classroom Educators Families	2023-2025 Staff Meetings Professional Development Common Planning Time Observation and Coaching	Multiple opportunities for families to visit their children's classroom communities (Example - Publishing party to showcase culminating project student work)
Provide educators with multiple, meaningful, and targeted professional learning opportunities that focus on supporting educators' efforts to engage all families	Principal All Staff School Council	2023-2025 Common Planning Time (CPT) Staff Meetings Professional Development	Agendas, slide decks, and educator-facing resources from professional learning opportunities
<b>Budget Implications:</b> What impact will implementing this priority have on the school budget? Is this budget neutral?	This priority is budget neutral.		