2025/2026

Nabnasset Elementary School
School Improvement Plan



School Improvement Plan

School Advisory Council Members:

1) Nina Balfe	Principal/Co-chair	Signature: _____
2) Susannah Grady	Staff	Signature: _____
3) Liz Zevallos	Staff	Signature: _____
4) Krista Vasi	Parent	Signature: _____

School Improvement Plan Purpose

School Improvement Plans, as described by the legislation, are created to contain some or all of the following elements:

1. An assessment of:
   - The impact of class size on student performance
   - Student-to-teacher ratios
   - Ratios of students to other supportive adult resources

2. A scheduled plan for reducing class size, if deemed necessary

3. Professional development for the school's staff and allocation of any professional development funds in the school budget

4. Enhance parental involvement in the life of the school

5. School safety and discipline

6. Establishment of a school environment characterized by tolerance and respect for all groups

7. Extra-curricular activities

8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs

9. Any further subjects the principal, in consultation with the school council, shall consider appropriate

School Data

The NabnassetSchool is one of three preschool to grade 2 schools in Westford, MA. The Nabnasset school community collaborates to provide a safe and nurturing environment that appreciates individual differences while striving to enable all students to aspire to academic and personal excellence, respect themselves and others and become lifelong learners.

Student enrollment

	Classroom 1	**Classroom 2**	**Classroom 3**	**Classroom 4**	**Classroom 5**	**Classroom 6**	**Classroom 7**
Pre-K	**12**	**19**					
Kindergarten	**21**	**21**	**22**	**19**	**21**		
First Grade	**21**	**20**	**20**	**21**	**20**		
Second Grade	**23**	**22**	**22**	**22**	**23**		

Total Enrollment - 349

Accountability status - NA

WPS Strategic District Improvement Plan

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. • Learning Walks with staff tied to UDL principle #3 engagement. • Development of Engagement "Look Fors" (example of WPS elementary draft). • Adoption of updated IST form. • Staff meetings and workshops(By Seaside Educational Consultants) were provided to build foundational knowledge of MTSS and explore actionable strategies for supporting ALL learners.	• 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	• Sent Family Culture Survey to all Nab Families. Received 269 responses. • Analyzed and discussed trends and results with staff and at School Advisory Council Meeting	• 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. • Utilized curriculum meeting time to discuss EL Curriculum and skills to build upon	• 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. • A session was conducted during the May 6th Professional Development Day to review the current report card standards and solicit feedback for potential revisions to be implemented in the 2025–2026 school year.	• 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. SDIP 1.2 & 1.3	• Developed a LASW protocol for looking at student work. This can be used as part of 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.	• Determine opportunities for professional learning in the area of math • 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 examining what Nabnasset School is doing and assessing rationale and impact. • Job alike group time during PD days • Collaborative work with Nicole Laviolette. • Implemented the Strengths and Difficulties Questionnaire (SDQ) as a behavioral screening tool to assess children's emotional and behavioral development . This tool guided interventions, and supported communication between educators and parents.	• 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. • Team met with Air Equity consultant • A list of action items were developed and worked through. • Sent a family feedback survey	• 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