2025/2026
Stony Brook School
School Improvement Plan

9 Farmer Way
Westford, MA 01886
978-692-2708
https://www.westfordk12.us/stony-brook

Allison Hammer, Principal
Richard McElhinney, Assistant Principal

School Improvement Plan

School Advisory Council Members:

1.	Allison Hammer	Principal/Co-chair	Signature: Allison Hammer
2.	Karen Wiczynski	Parent/Co-Chair	Signature: Karen Wiczynski
3.	Helene Orvoen	Teacher	Signature: Helene Orvoen
4.	Mindy Schnare	Teacher	Signature: Mindy Schnare
5.	Priyanki Amroliwala	Parent	Signature: Priyanki Amroliwala
6.	Melissa Mackey	Parent	Signature: Melissa Mackey

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

Mission and Core Values

Panther PRIDE

P - Perseverance

R - Respect

I - Inclusivity

D - Dedication

E - Empathy



Westford SPIRIT

S - Safety

P - Perseverance

I - Inclusion

R - Respect

I - Integrity

T - Teamwork

Westford Public Schools values the development of curious lifelong learners who are responsible, empathetic members of the community, demonstrating innovation through a wide variety of opportunities within inclusive, joyful learning environments that embrace their variability and honor their diversity.

We believe in preparing our students for active, positive participation as both local and global citizens by developing and fostering creativity, communication, collaboration, and critical thinking.

Mission of Stony Brook School Advisory Council

The mission of the Stony Brook School Advisory Council is to assist the principal to identify the educational needs of our students, review the school's annual budget, and formulate and monitor the School Improvement Plan. The Stony Brook School Advisory Council collaborates respectfully and efficiently while developing and assessing goals towards a common objective in a fun environment that fosters listening and sharing, and encourages feedback.

The School Advisory Council meetings have been and will be held on the following dates:

October 21, 2024 - combined with Blanchard SAC

November 18, 2024

January 13, 2025

March 10, 2025 - cancelled

April 14, 2025 - combined with Blanchard SAC

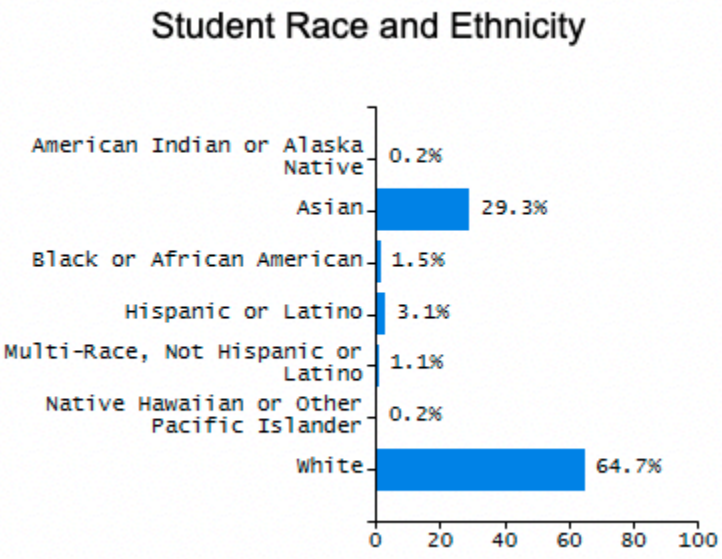
May 13, 2025

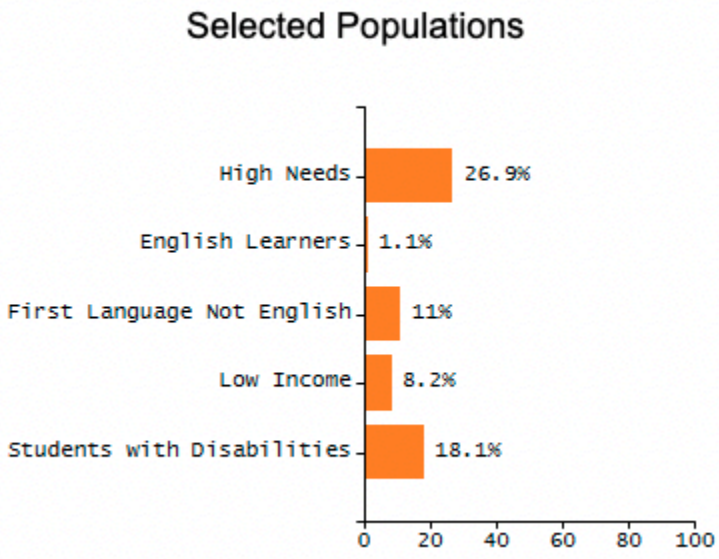
June, 2025 TBD

School Data

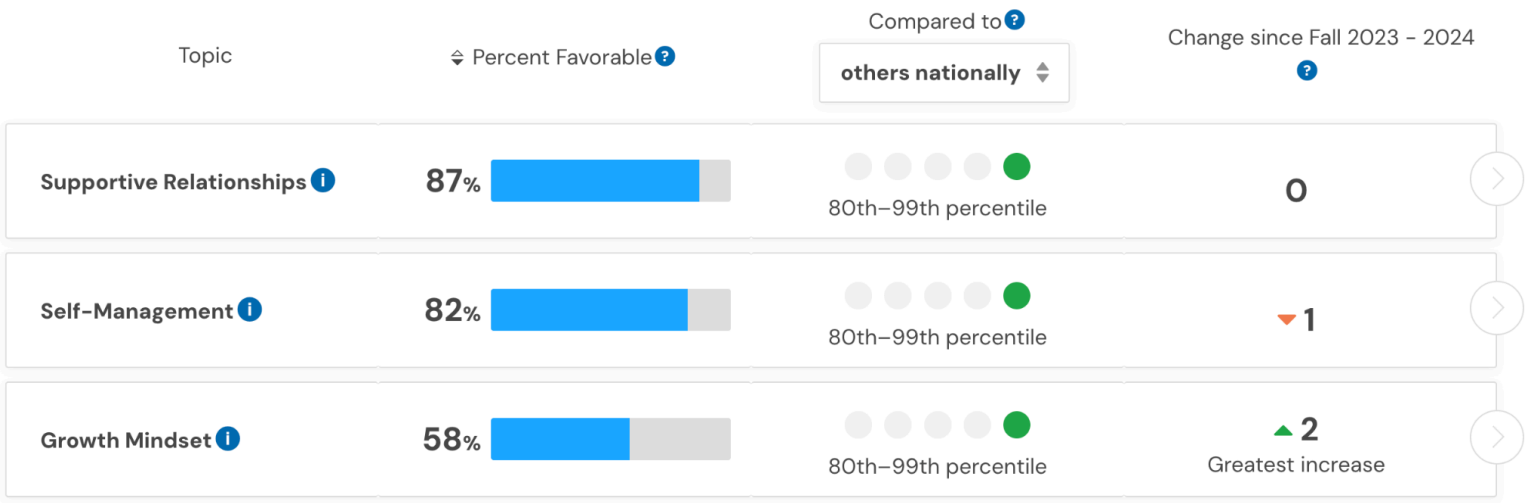
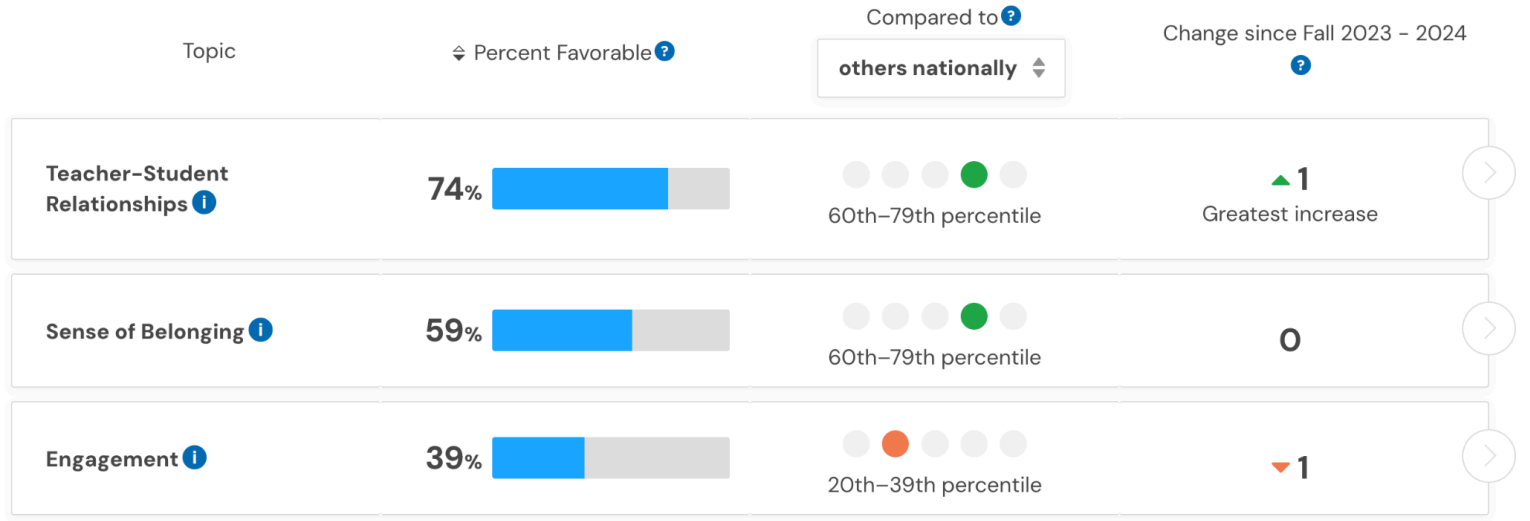
Student Enrollment - 2024-2025

Grade	Enrollment	Average Class Size
6	181 (8 sections)	22.6
7	186 (8 sections)	23.3
8	182 (8 sections)	22.8
Total	601 students	
Student:Teacher Ratio		12.6:1





2024-2025 Panorama Data - December, 2024

Panorama SEL: Student Competency and Well-Being Measures 2024-2025	
Panorama SEL: Student Supports and Environment 2024-2025	

Goal 1: Equitable Student Outcomes Members of the Blanchard and Stony Brook learning communities will collaborate to increase alignment of WPS middle school programming and practices while allowing each school to maintain their unique identity.		
Strategies	Progress FY25	Action Plan FY26
Collectively evaluate our means for providing families of students in grades 6-8 with feedback for student growth.	• Continued to provide more specific feedback regarding conduct and effort through comments on progress reports and report cards • Progress Report and Report Card feedback solicited from families via Spring 2025 Parent/Caregiver survey	• Participate in district report card committee for Elem, MS and WA to assess effectiveness of communicated progress within current documents
Participate in district Equity Audit of our resources and practices.	• Administration participation in Root Cause Analysis Event (Dec '24) • Building-based meetings with AIR to discuss findings and develop action items (April 25)	• Building-based teams continue to work with AIR to develop specific action items that support recommendations

SIP Element/s Addressed (1-9) - 4, 8; SDIP Element/s Addressed - 1.1, 1.3, 3.2

Goal 2: Sense of Belonging

Members of the Blanchard and Stony Brook learning communities will promote a safe school environment where students and staff embrace diversity, feel a strong sense of belonging, and have an equitable opportunity to thrive.

Strategies	Progress FY25	Action Plan FY26
Continued professional learning in learner-centered approaches to engage all students through the Universal Design for Learning framework.	• Administration participation in full leadership team professional development • Administration participation in walk-throughs with Superintendent, Curriculum Coordinators using Engagement rubric. • Began to explore UDL Engagement Framework with faculty during department meetings, PD, and faculty meetings.	• UDL PD identified in development of 2025/2026 PD calendar • Share Engagement 'Look Fors' with faculty • Begin to explore Representation framework of UDL with faculty
Support community-building activities that celebrate student diversity, voice, and choice.	• Student/staff participation in extracurricular groups such as AWOD, PRIDE, Student Council • Common advisory lessons implemented in grades 6, 7, 8 • Community-building events, assemblies, spirit days throughout the year • Highlights: Celebration of Neurodiversity Week, Project 351, For the Love of Erika	• While this item was accomplished and continues in our regular practice we will continue to explore opportunities for growth in this area. • Explore ways to involve families and/or community in leading/supporting after school clubs
Provide opportunities for students and staff to explore our local Climate Roadmap and participate in district sustainability initiatives.	• Began to identify and implement age-appropriate activities with students in grades 6, 7 & 8 Examples: Grade 8 civics and climate projects; science activities/projects in 6th & 7th • Continued recycling efforts • Continued grade level activities and lessons with a focus on energy and the environment	• Continue to explore ways to increase recycling and decrease waste, especially in cafeteria • Continue to familiarize staff and students with Climate Roadmap • Explore ways to involve community members in recycling efforts

SIP Element/s Addressed (1-9) - 3, 5, 6, 7, 8; SDIP Element/s Addressed - 1.2, 1.3, 4.1, 4.2

Goal 3: Social, Emotional, and Academic Engagement Members of the Blanchard and Stony Brook learning communities will continue to integrate academic, behavioral, and social-emotional supports and interventions to enhance student engagement and outcomes.		
Strategies	Progress FY25	Action Plan FY26
Partner with Pathways to Restorative Communities to support the implementation of restorative practices as a means for building relationships and community within the school.	• Fall PD for all staff introducing Restorative Practices • Additional 40 MS and WA staff trained in Level 1 & 2 in Restorative Practices and Community Building Circles (20 trained in FY24) • Development of a multi-year schoolwide Implementation Plan (FY25) • Obtain feedback from trained staff and students who participated in Restorative Circles	• 15 MS & WA staff trained in Restorative Conferencing (Tier 3 Level) • Staff-led training of Restorative Practices • Incorporate Restorative Circles into Advisory and classroom practices
Identify social-emotional and academic interventions and supports to minimize academic and or social emotional "pressure valves" that negatively impact performance.	• Began implementation of the use of Yondr pouches to help reduce distractions and promote student engagement and healthy interpersonal relationships in a phone-free environment • Create 2025/2026 school schedules to align with new start and end times • Communicate new schedules to all families (Spring and Summer '25) • Use of the Student Center to support students' social and emotional well-being	• Continued implementation of Yondr program with incoming 6th grade classes in Fall 2025 • Survey students and families to gather perceptions on impact of change to start times

SIP Element/s Addressed (1-9) - 3, 5, 6, 8; SDIP Element/s Addressed - 2.3, 3.1, 3.3, 3.4