2026/2027

Nabnasset Elementary School
School Improvement Plan

WESTFORD
PUBLIC SCHOOLS

School Improvement Plan

School Advisory Council Members:

1) Nina Balfe	Principal/Co-chair	Signature: _____
2) Joann Barth	Staff	Signature: _____
3) Keith Weston	Staff	Signature: _____
4) Lauren Whitehead	Staff	Signature: _____
5) Liz Zevallos	Staff	Signature: _____
6) Jennifer Farrell	Parent	Signature: _____
7) Jennifer Levine	Parent	Signature: _____
8) Lauren Savioli	Parent	Signature: _____
9) 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 Nabnasset School 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	**14**	**21**					
REACH	**6**						
Kindergarten	**18**	**18**	**18**	**17**	**18**		
First Grade	**21**	**21**	**21**	**22**	**21**		
Second Grade	**21**	**20**	**18**	**20**	**20**		

Total Enrollment - 332

Accountability status - NA

[WPS Strategic District Improvement Plan]

Goal #1: Center equity in our school by ensuring our teaching, tools, and assessments reflect and support the diverse needs of every student, guaranteeing a high-quality start to their educational journey.	
Initiatives	Action Plan FY27
Implement an Equity-Centered MTSS Framework that utilizes comprehensive data analysis (academic, social-emotional, and developmental) to provide responsive, tiered supports. (SDIP 1.1 & 1.3)	• Establish school based systems for analyzing data • Addition of 3 half days- Collaborative Data Meetings (CDM) to analyze literacy, math and SEL data. • Conduct an audit of current assessment tools and data use practices within our school, comparing findings with the other K-2 schools.
Reduce instructional barriers and promote inclusive practices by implementing UDL principles—engagement, representation, and expression. By designing flexible learning environments and using a variety of instructional tools, we can ensure that PreK–2 instruction meets the diverse cognitive, physical, and linguistic needs of all learners. (SDIP 1.2 & 1.3)	• Introduce or continue varied formative assessments to allow students to “show what they know” through a variety of modalities. • Continue to review lessons to break down barriers and apply engagement, representation and expression tools across curriculum areas.
Increase opportunities for student discourse with consistent high-quality discourse routines to position students as thinkers and meaning-makers. Some examples of these routines include: Think-Pair-Share, Collaborative Conversation, Notice and Wonder, 4Rs,Collect and Display, etc) (SDIP 1.3)	• Support classrooms in developing discourse norms for their classroom community. • Participate in professional development of the new science curriculum which includes the routines in the initiative.

Goal 2: Be an active part of district work using the MSBA Feasibility Study and an organizational structure audit to ensure our physical spaces, grade configurations, and school systems are specifically optimized to provide an equitable, high-quality start for every child	
Initiatives	Action Items FY27
Participate in the MSBA feasibility study including the analysis of physical spaces and grade level configurations along with enrollment and neighborhood lines. (SDIP 2.1)	• Have Nab staff participate in the district Robinson project visioning sessions. • Work collaboratively with the district leadership team to provide information and make decisions regarding the MSBA feasibility study.
Develop a district wide portrait of a learner prek-12. (SDIP 2.3)	• Represent the voices of the youngest learners in what the portrait of a learner looks like (skills, behaviors) • Collaborate with other grade spans to ensure consistent terminology and vertical alignment of expectations.

Goal #3 Establish a consistent, school-wide approach to ensure that every student masters core competencies in self-awareness and relationship-building, supported by a school culture that models healthy, responsible, and intentional engagement in all aspects of their lives	
Initiatives	**Action Plan FY27**
Prioritize digital wellness and cognitive development by evaluating our PreK-2 technology expectations. (SDIP 1.4)	• Identify a shared definition of digital wellness as well as high quality technology use vs. passive consumption. • Collect data on our current technology use including frequency/ duration of device use, types of activities (apps, videos, assessments), and when it is used (whole group, centers, intervention)
Work collaboratively as prek-5 schools to develop consistency amongst tier 1 instruction and assessments of SEL and anti-bullying curriculum through the implementation of Wayfinder and CASEL standards. (SDIP 3.3)	• Continue looking at what Nabnasset is doing and assessing rationale and impact. • Job alike group during PD days and CDMs • Collaborative work with Nicole Laviolette. • Implement Wayfinder Program with consistency • Develop a scope and sequence for “mandatory” lessons
Increase the effectiveness of how student progress is communicated to students and families (SDIP 3.2 & 2.5)	• Participate in the Elementary Report Card committee • Look at Habits of Mind traits and align them to current CASEL standards • Collect feedback from stakeholders around current ways of sharing progress with students and families. • Evaluate how we communicate this information with our families and caregivers.

FY26 Progress on SIP Initiatives

Nabnasset

- **Equity Audit Review and Data Analysis**
  - Reviewed findings from the district Equity Audit, including both district and school-level recommendations, and identified a need for additional time to more deeply analyze student data (CDMs).
- By analyzing student data to identify learning needs and implement targeted interventions through our Multi-Tiered System of Support (MTSS). These strategies, discussed in data and student check-in meetings, directly support student growth and monitor progress to ensure all students achieve their learning goals.
- **Implementation of the New Massachusetts IEP and 504 Platform**
  - Continued to implement and refine practices aligned with the new Massachusetts IEP, along with the platform used for developing IEPs and 504 plans.
  - Families and staff used Powerschool Platform to successfully view and sign IEP's and 504 Plans.
  - Weekly Student support meetings with assistant principal and special education team to collaborate.
- **Professional Development in Universal Design for Learning (UDL)**
  - Engaged in year-long professional development focused on UDL, including dedicated time for teachers to collaborate and implement instructional strategies and develop look fors in classrooms that relate to the three principles.
    - This UDL-focused on reviewing curriculum, assessments, and data allowed instruction to become more accessible and engaging for all students, supporting diverse learning styles and needs.
  - Through continuing with our standing Instructional Support Team (IST),which meets bi monthly and through using the streamlined IST form and process it helps students receive timely, targeted interventions to address academic or behavioral challenges. It allows for close monitoring and revisiting of interventions as needed to support student growth.
  - Because of our updated District Curriculum Accommodation Plan (DCAP) staff can more easily identify the supports each student may benefit from, helping students access resources and strategies that improve their academic success.
    - We have revisited educating our families about the DCAP and the MTSS process at Kindergarten Screening.
- **Elementary Report Card Development**
  - Established an elementary report card team to support the development of a more aligned and meaningful reporting system.
- **Expanded Wellness Programming**
  - Successfully implemented Wellness programming two days per week.
  - Students engaged in movement twice a week during wellness and PE.
- **Adoption of SEL Curriculum**
  - Counselors used Wayfinder Curriculum in their tier 2 and tier 3 groups
  - Classroom teachers used Wayfinder to provide structured tier 1 SEL lessons and resources

- Used Waypoints data as universal screener to support determination of tier 2 and 3 groups.