2026/2027
Stony Brook School
School Improvement Plan

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

Allison Hammer, Principal
Alec Lapan, Assistant Principal

School Advisory Council Members

1.	Allison Hammer	Principal	Signature: Allison Hammer
2.	Melissa Mackey	Parent	Signature: Melissa Mackey
3.	Ramesh Parimi	Parent	Signature: Ramesh Parimi
4.	Helene Orvoen	Teacher	Signature: Helene Orvoen
5.	Jane Moores	Teacher	Signature: Jane Moores

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 held on the following dates:

Tuesday, October 14, 2025

Monday, November 10, 2025

Monday, December 8, 2025

Monday, February 9, 2026

Monday, March 9, 2026

Monday, April 13, 2026

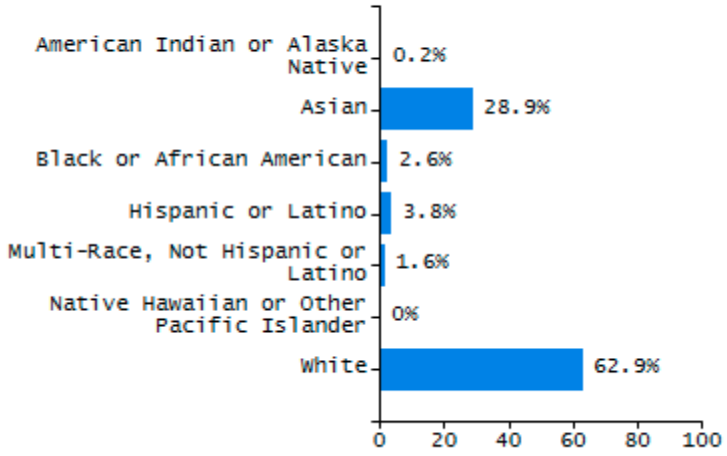
Monday, May 11, 2026

Stony Brook School Data

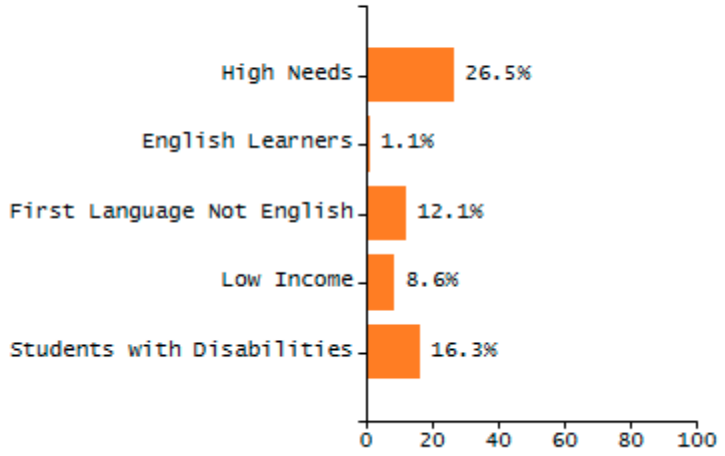
Student Enrollment - 2025-2026

Grade	Enrollment	Average Class Size
6	175 (8 sections)	21.8
7	182 (8 sections)	22.8
8	191 (8 sections)	23.9
Total	548 students	
Student:Teacher Ratio		12.9:1

Student Race and Ethnicity



Selected Populations



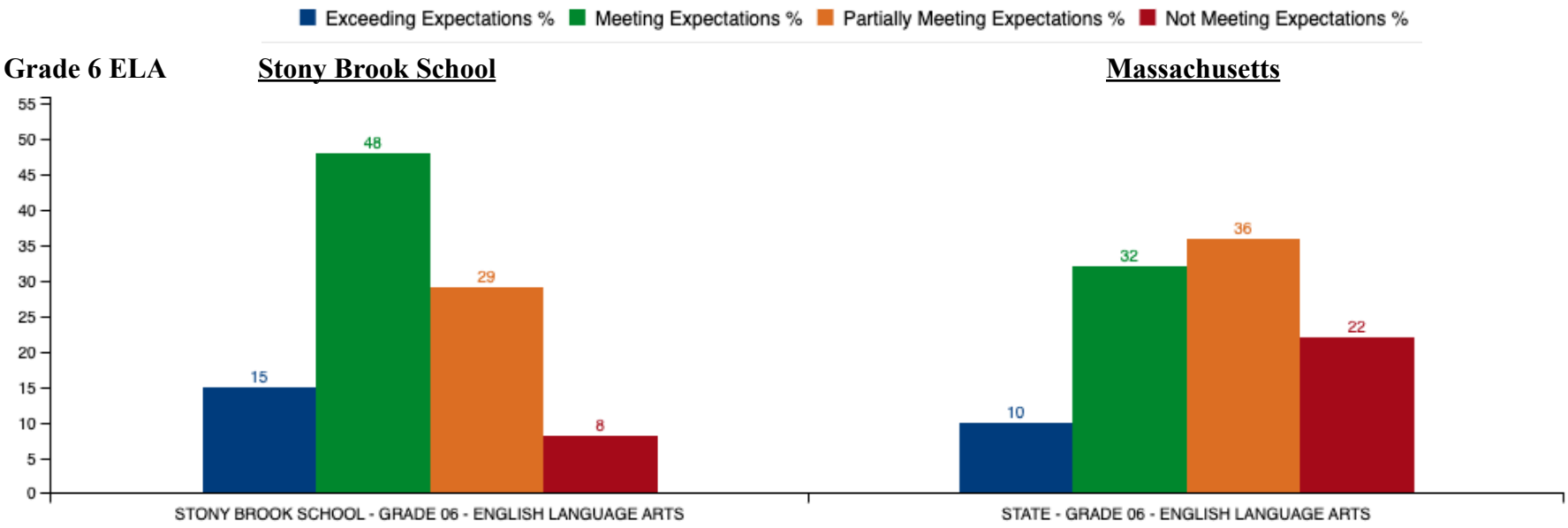
Waypoints Data from November, 2025

	Self-Awareness	Adaptability	Empathy	Collaboration	Agency	Purpose
	Percent - Number	Percent - Number	Percent - Number	Percent - Number	Percent - Number	Percent - Number
Grade 6 Tier 1 - Universal Supports	77% - 132	80% - 137	76% - 130	74% - 127	79% - 137	78% - 134
Grade 6 Tier 2 - Small Group Intervention	18% - 31	14% - 24	20% - 35	22% - 38	15% - 25	16% - 26
Grade 6 Tier 3 - One-on-one Intervention	5% - 9	6% - 11	4% - 7	4% - 7	6% - 10	7% - 12
Grade 7 Tier 1 - Universal Supports	83% - 145	82% - 142	87% - 152	84% - 146	82% - 144	85% - 149
Grade 7 Tier 2 - Small Group Intervention	11% - 19	12% - 21	8% - 14	11% - 19	13% - 22	10% - 17
Grade 7 Tier 3 - One-on-one Intervention	6% - 10	6% - 11	5% - 8	5% - 9	5% - 8	5% - 8
Grade 8 Tier 1 - Universal Supports	80% - 145	81% - 148	76% - 135	77% - 140	78% - 143	79% - 143
Grade 8 Tier 2 - Small Group Intervention	16% - 30	13% - 23	19% - 35	18% - 32	19% 34	17% - 31
Grade 8 Tier 3 - One-on-one Intervention	4% - 7	6% - 11	5% - 10	5% - 10	3% - 5	4% - 8

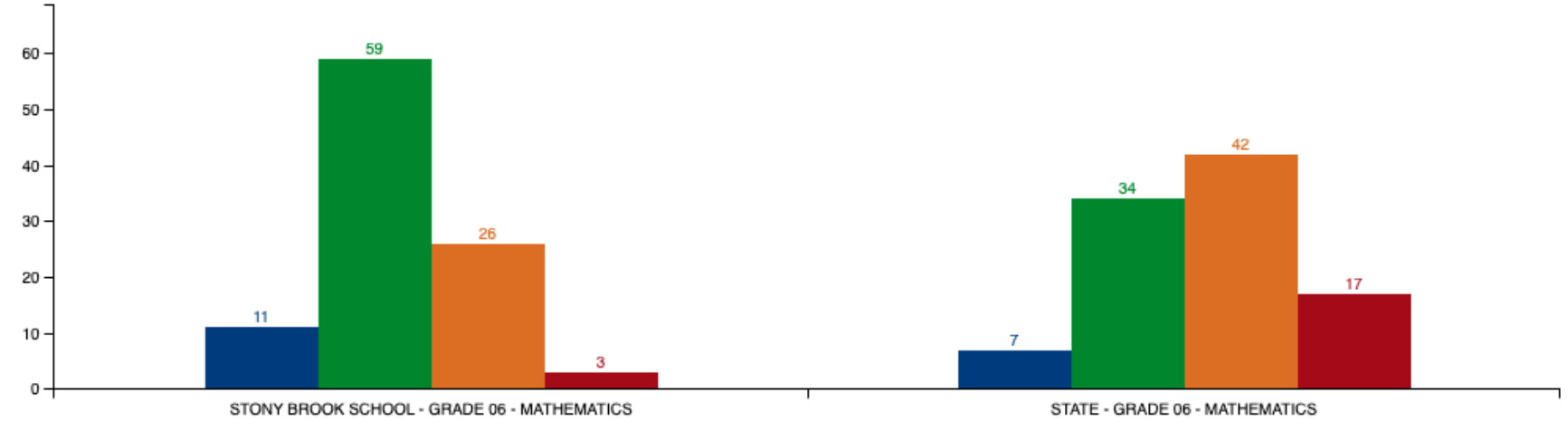
**We will have end of year data mid-June.

**In future years we will have beginning, middle, and end of year data for comparison.

MCAS DATA from 2024-2025

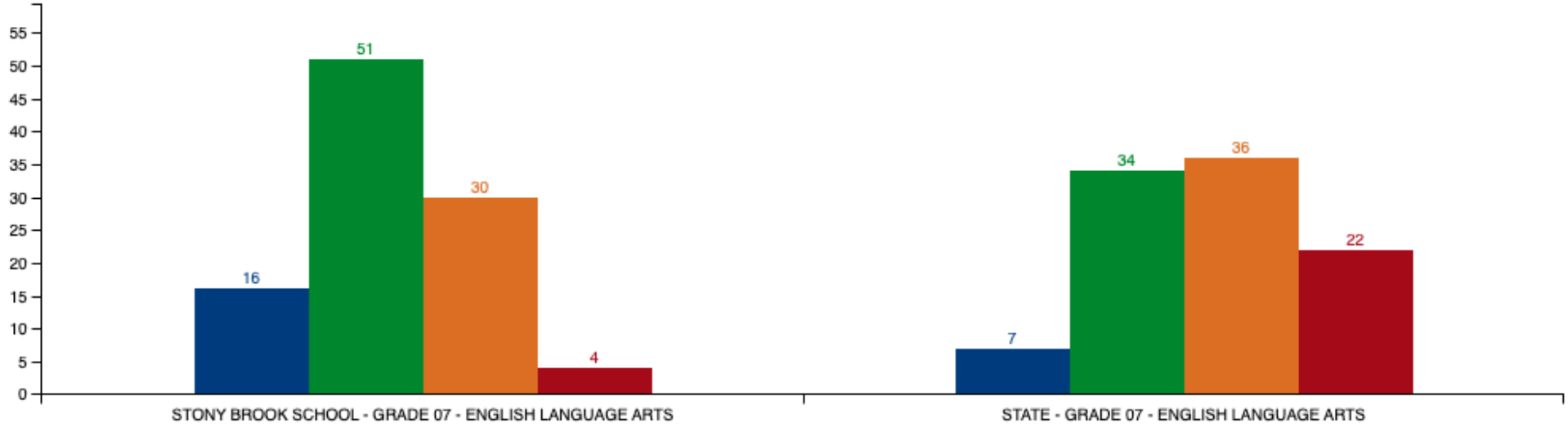


Grade 6 ELA **Stony Brook School** **Massachusetts**

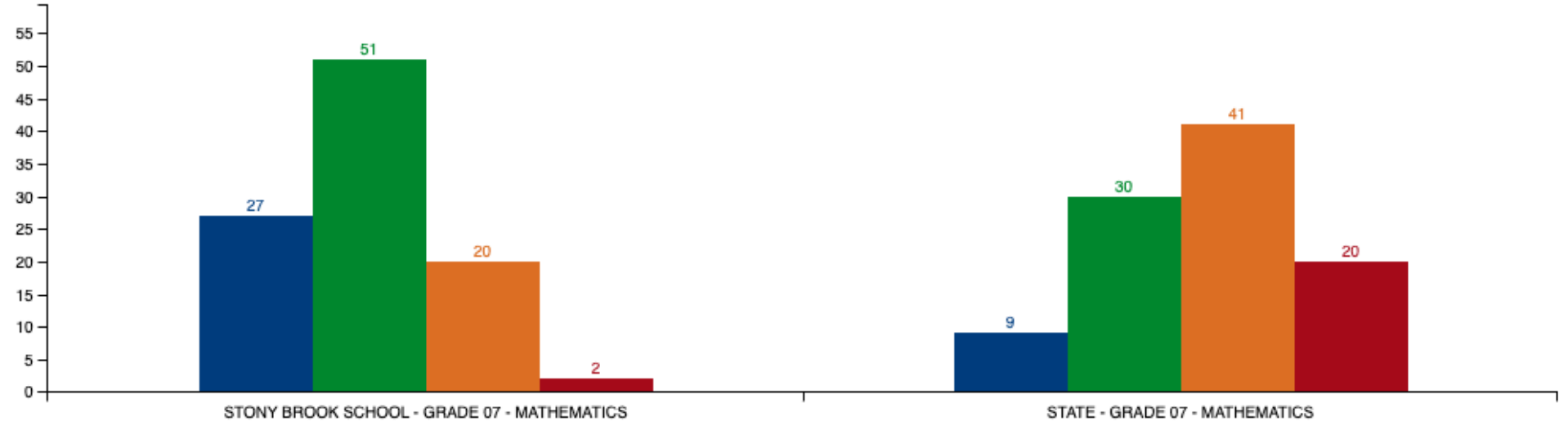


Grade 6 Math **Stony Brook School** **Massachusetts**

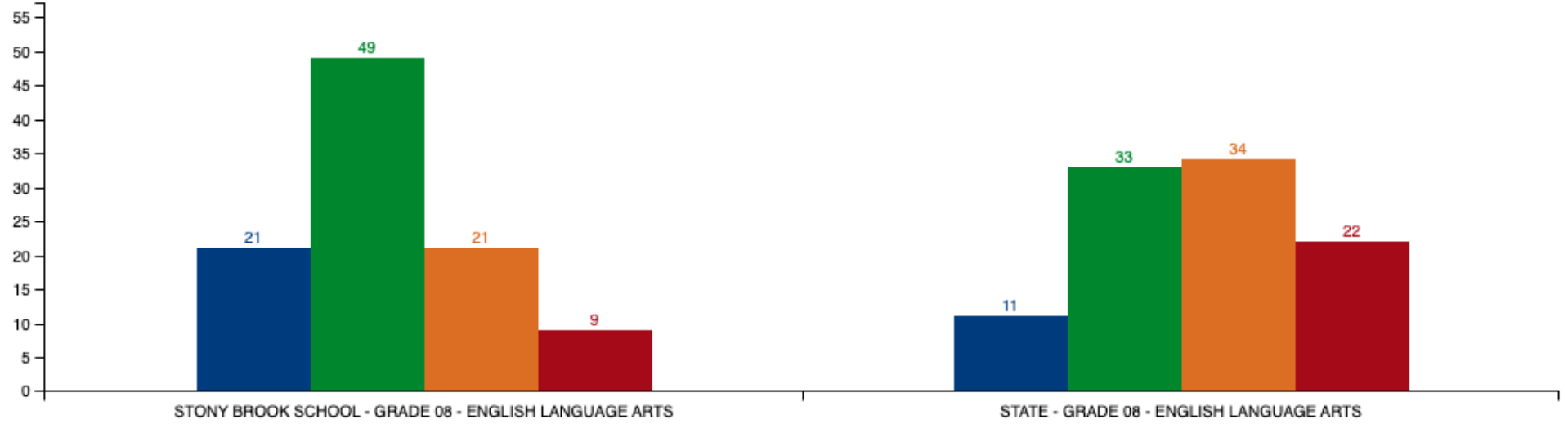
Grade 7 ELA **Stony Brook School** **Massachusetts**



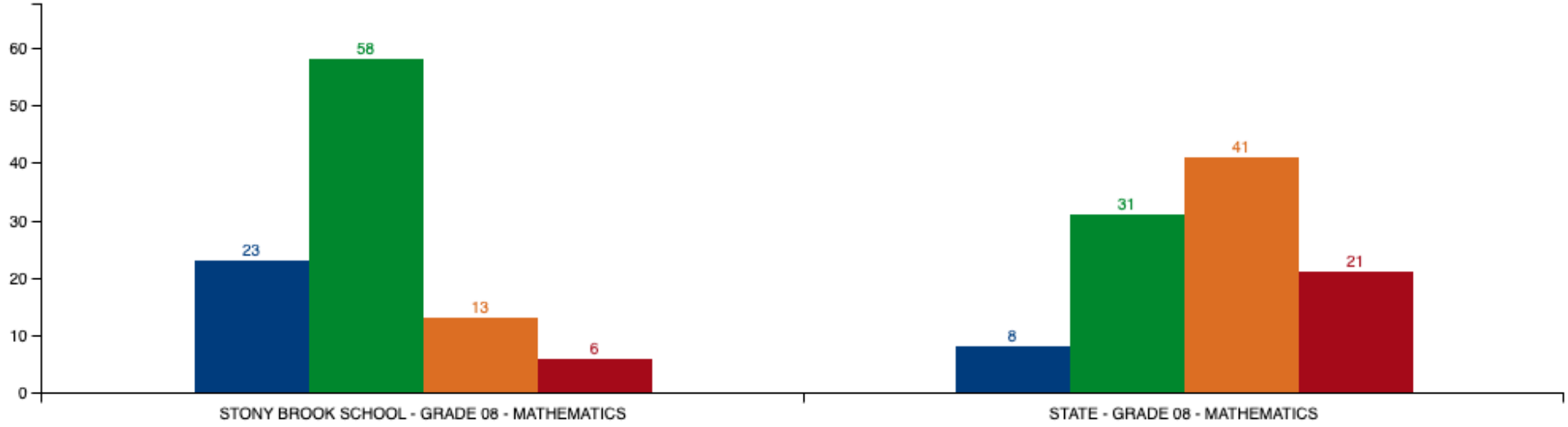
Grade 7 Math **Stony Brook School** **Massachusetts**



Grade 8 ELA **Stony Brook School** **Massachusetts**

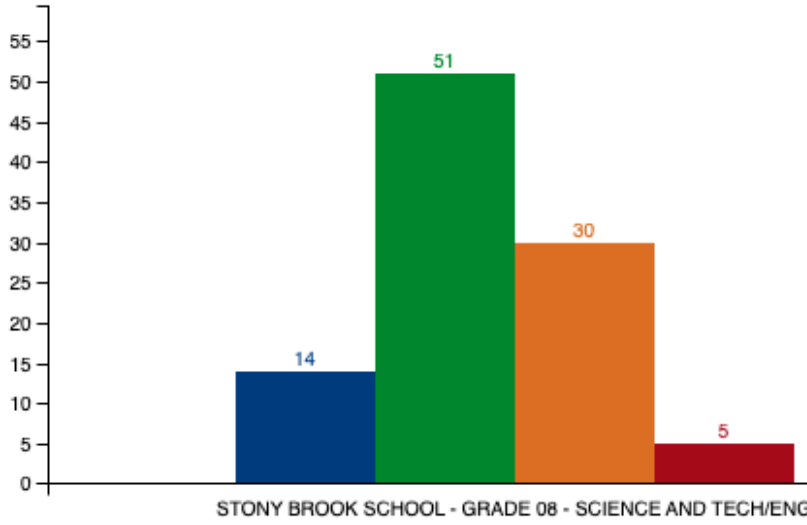


Grade 8 Math **Stony Brook School** **Massachusetts**

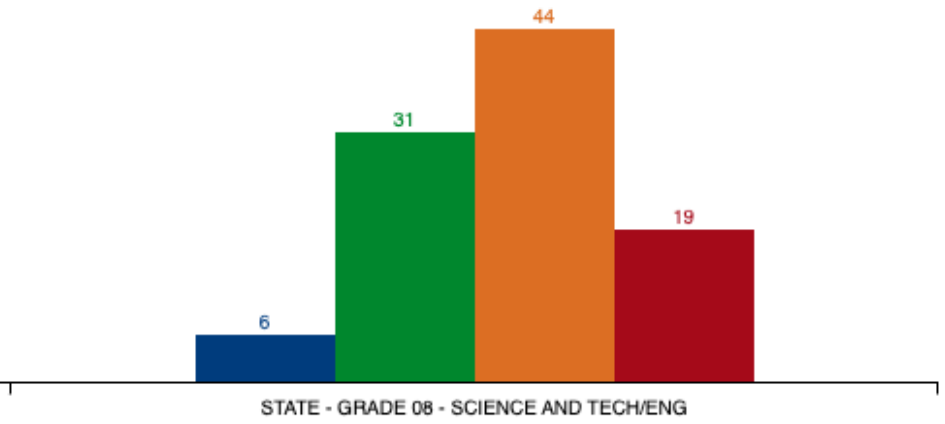


Grade 8 Science and Technology/Engineering

Stony Brook School

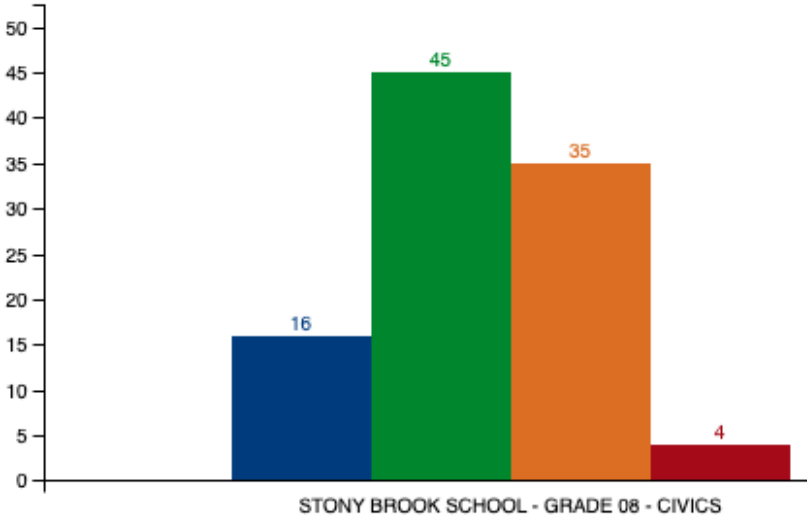


Massachusetts

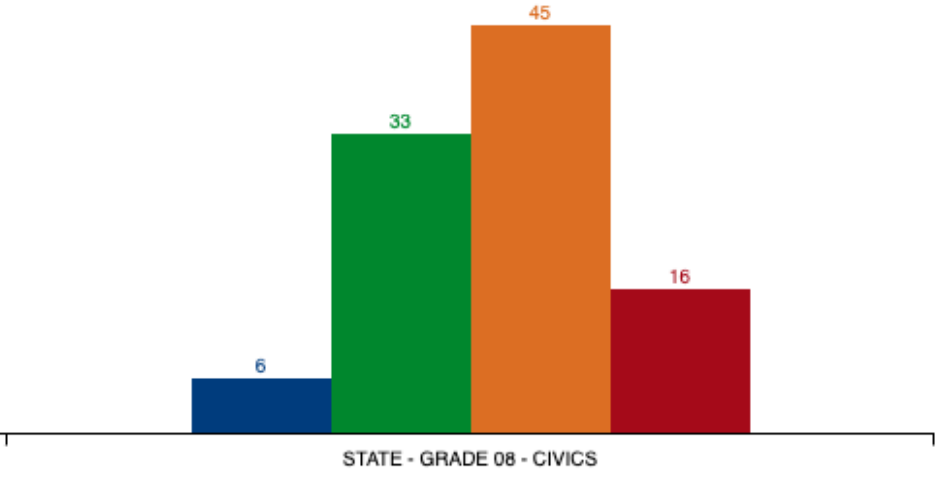


Grade 8 Civics

Stony Brook School



Massachusetts



Goal 1: Equitable Student Outcomes Members of the Blanchard and Stony Brook learning communities will continue to infuse our equity work into our curriculum, instruction, and assessment–the heart of what we do–to ensure high quality learning experiences for every student.	
Strategies	Action Plan FY27
1.1 Engage in Collaborative Data Meetings with the goal of having common data to analyze student growth.	• Staff will participate in three Collaborative Data Meetings and identify key skills and data points for their content area and grade level. • Begin to create a formalized structure and protocol to guide teachers through consistent, high-quality data analysis.
1.2 Continued professional learning in learner-centered approaches to engage all students through the Universal Design for Learning framework.	• Continue Professional Development for all staff around UDL with a focus on the Action and Expression framework. • Share 'Look Fors' for the Engagement and Representation frameworks of UDL with all staff. • Provide feedback to staff using the 'Look Fors' for the Engagement and Representation frameworks of UDL.

SIP Element/s Addressed (1-9) - 3, 8, 9; SDIP Element/s Addressed - 1.1, 1.2, 1.3

Goal 2: Equitable Student Outcomes

Members of the Blanchard and Stony Brook learning communities will assess our organizational structures to ensure equitable learning environments and a sense of belonging for all of our students.

Strategies	Action Plan FY27
2.1 Assess the middle school programming and scheduling to ensure equity across schools.	• Establish a joint schedule task force including staff from Blanchard and Stony Brook. • Assess current schedules at both middle schools and identify possible improvements.
2.2 Assess the access and use of technology at the middle schools.	• Conduct comprehensive technology and Artificial Intelligence use surveys for students and staff to identify current digital habits, instructional purpose, and the impact of screen time on the learning environment. • Analyze data and identify areas for possible improvements.
2.3 Develop the 'portrait of a middle school learner' to be part of the continuum from elementary through high school.	• Identify key skills that students need in order to be successful in their classes at the middle school level. • Collaborate with elementary and high school educators to create a continuum of key skills as part of the district wide development of the portrait of a learner.

SIP Element/s Addressed (1-9) - 5, 8, 9; SDIP Element/s Addressed - 2.2, 2.3, 2.4

Goal 3: Social, Emotional, and Academic Engagement Members of the Blanchard and Stony Brook learning communities will prioritize mental health and wellness for all of our students and staff by exploring strategies to minimize academic and/or social emotional 'pressure valves' that negatively impact performance.	
Strategies	Action Plan FY27
3.1 Implement social emotional learning strategies as a means for building relationships, community, and academic engagement.	• Staff will implement Waypoints surveys for all students at the beginning, middle, and end of year. • Staff will analyse data from Waypoints surveys to identify areas of need for individual students and groups/grade levels. • Staff will begin to implement Circles and Wayfinder lessons focused on particular areas of social emotional learning and development and as an instructional tool in their classes and/or in Advisory lessons.
3.2 Collectively evaluate our means for communicating progress to caregivers of students in grades 6-8 and develop plans to improve feedback for student growth.	• Analyze data from staff about how progress is communicated to students and caregivers. • Collect and analyze data from caregivers about how student progress is reported. • Develop plans to increase the effectiveness of how student progress is communicated to students and caregivers. • Evaluate the implementation of opening the portal in PowerSchool so that students and caregivers have a clear picture of their progress.

SIP Element/s Addressed (1-9) - 3, 5, 6, 8, 9; SDIP Element/s Addressed - 3.2, 3.3