

Wilmington Middle School

School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
Administration	Brian Caira, Principal	American Indian or Alaska Native	0%
	Daniel Faircloth, Assistant Principal	Asian	7.0%
	TBD, Assistant Principal	Black or African American	1.6%
Grades Served	6, 7, and 8	Native American	0.0%
Total Enrollment	687	Hispanic or Latino	5.5%
School Council Members	Brian Caira, Principal	Multi-Race, Not Hispanic or Latino	4.1%
		Native Hawaiian or Other Pacific Islander	0.0%
		White	81%
		Male	351
		Female	335
		Non-binary	1
		Students with Disabilities	17.50%
	English Language Learners	0.7%	
	Low Income	14.9%	



Wilmington Public Schools
Wilmington, MA 01887

Accountability Information from 2024	
Title 1 Status	Non-Title 1 School
Overall Accountability Classification	Not requiring assistance or intervention
Reason for Classification	Substantial progress toward targets
Progress Towards Meeting Improvement Targets	67%

Wilmington Middle School Improvement Plan 2025-2027

School Goal 1: Enhance Student Support and School Culture

Connections between District Strategic Plan and School Improvement Goal 1 (Check all that apply)

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
<p>All Students Reach Their Fullest Potential Provide challenging, engaging, relevant instruction that is responsive to each learner's academic, social, emotional, and behavioral needs.</p>	<p>Caring and Safe for All Foster school communities where all students and staff experience a sense of belonging and safety.</p>	<p>Equitable and Inclusive Schools Create a vision for equitable and inclusive schools with students, staff, families, and community members.</p>	<p>Enhanced and Updated School Facilities Improve school facilities and design learning spaces to promote student success and support family and community involvement.</p>	<p>We are One Community Strengthen partnerships amongst students, families, staff, and the community that promotes a sense of pride, connectedness, and inclusiveness.</p>

Initiatives / Actions	Timeline	Person(s) Responsible	Measurable Outcomes of Success
Advisory & Adult Advocate Professional Development: Design and deliver differentiated PD for advisory, including a mentor program where staff with high advisory competence co-lead advisory sessions with "novice" advisors.	Year 1: S1-S12(Design & Pilot) Year 2: S1-S2 (Full Implementation & Refinement)	Advisory Coordinator, Leadership Team, Mentor Advisors	Decrease in the number of student-to-student conflict-related discipline referrals (Target 10% reduction each year).
Implement Trauma-Informed Practices: Provide school-wide TIP training for all staff (teaching and non-teaching) and define clear roles for non-counseling staff on navigating trauma-related needs, including how and when to engage counseling staff.	Year 1: S2 (Training & Policy Clarification) Year 2: S1 (Refresher Training) & S2(Fidelity Checks)	Counseling Staff, Leadership Team	Student: Increase in student survey mean score for feeling "emotionally safe" at school.
Professional Development Related to School Goal #1		Additional Resources Related to School Goal #1	

School Improvement Goal # 1

School Goal 2: Refine Interventions and Increase Student Ownership of Learning

Connections between *District Strategic Plan* and School Improvement Goal 2 (Check all that apply)

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
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Initiatives / Actions	Timeline	Person(s) Responsible	Measurable Outcomes of Success
Audit and Refine Tiered Interventions: Conduct a school-wide audit of all existing academic and behavioral interventions (including the established WIN block). Refine the selection criteria, progress monitoring tools, and exit criteria to ensure consistency, fidelity of implementation, and demonstrable impact across all grade levels and subject areas.	Year 1: S1 Conduct Audit, S2 Establish Firm Criteria for Existing Interventions	Leadership Team, Select Teachers	Rubrics/Criteria created for Existing Interventions (Reading, Math Lab, SEL Interventions)
Implement Additional Targeted Interventions: Based on the audit (Initiative A), identify and implement one additional, evidence-based intervention for both academic and behavioral support (e.g., a specific executive function curriculum or a targeted check-in/check-out program) to address identified gaps in the existing tiered system.	Year 2: S1-S2	Counseling Staff, Select Content Area Teachers	Students who are deemed eligible will partake in newly established Intervention
Explore, consider, and develop possible models to pilot Student-Led Conferences (SLCs): Train staff and students in using data portfolios and self-assessment tools. Pilot SLCs with one grade level for the fall reporting period and expand to all grades for the spring period. The SLC model should shift the ownership of academic progress reporting from teacher/parent to student.	Year 2: S1 Research and Plan, Year 2: S2 Implement SLCs for Grade 8 in Spring of 2027	Principal, Counseling Staff, Grade Level Teams	Grade 8 Students will participate in SLCs in place of traditional conferences during Spring of 2027
Professional Development Related to School Goal #2		Additional Resources Related to School Goal #2	

School Improvement Goal # 2

School Goal 3: Strengthen School-Community Partnerships				
Connections between <i>District Strategic Plan</i> and School Improvement Goal 3 (Check all that apply)				
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1	2	3	4	5
<p>All Students Reach Their Fullest Potential Provide challenging, engaging, relevant instruction that is responsive to each learner's academic, social, emotional, and behavioral needs.</p>	<p>Caring and Safe for All Foster school communities where all students and staff experience a sense of belonging and safety.</p>	<p>Equitable and Inclusive Schools Create a vision for equitable and inclusive schools with students, staff, families, and community members.</p>	<p>Enhanced and Updated School Facilities Improve school facilities and design learning spaces to promote student success and support family and community involvement.</p>	<p>We are One Community Strengthen partnerships amongst students, families, staff, and the community that promotes a sense of pride, connectedness, and inclusiveness.</p>
Initiatives / Actions		Timeline	Person(s) Responsible	Measurable Outcomes of Success
Establish a Community Partnership Committee (CPC): Form a dedicated committee of staff (cross-departmental), families, and community representatives. The CPC will conduct an inventory of existing partnerships and identify key community needs and resources that align with the middle school's mission (e.g., career, service learning, mentorship)		Year 2: Form Committee & Complete Inventory & Needs Assessment	Principal, Assistant Principal, CPC Co-Chairs	Established Community Partnership Committee and Completion of Needs Assessment
Develop and Implement a Strategic Partnership Plan: Based on the CPC's assessment, create a plan to expand opportunities for service learning, career exploration, and mentorship. This plan must specify measurable engagement targets for local businesses, non-profits, and town departments (e.g., police, fire, library).		Year 2: Q3-Q4 (Strategic Plan Development & Approvals) Year 2: Q1-Q4 (Execute Plan and Monitor Fidelity)	Community Partnership Committee (CPC), Counseling Staff, Grade Level Teams	Established relationships with school and outside businesses; implementation of MyCAP and MEFA Pathways lessons
Institutionalize Service Learning Integration: Provide professional development for all interdisciplinary teams on how to embed service learning projects into the core curriculum. Each team must design and implement at least one service learning project per year that involves a local partnership identified in the Strategic Plan (Initiative B).		Year 2: S1 Research, Year 2: S2 Draft Plan to Implement SLPs in Fall of 2027	Department Heads, PLCs (Professional Learning Communities), Principal/Assistant Principals	Drafts of Team/Content Specific Service Learning Project at every grade level.
Professional Development Related to School Goal #3			Additional Resources Related to School Goal #3	

School Improvement Goal # 3