

# Woburn Street Elementary School

School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
<b>Administration</b>	Stacey Scott, Principal	American Indian or Alaska Native	0.3%
	Alena Jewett, Assistant Principal	Asian	6.0%
		Black or African American	3.3%
		Hispanic or Latino	9.2%
<b>Grades Served</b>	1, 2, and 3	Multi-Race, Not Hispanic or Latino	4.6%
<b>Total Enrollment</b>	368	Native Hawaiian or Other Pacific Islander	0.0%
<b>School Council Members</b>		White	77%
		Male	201
		Female	167
		Non-binary	0
		Students with Disabilities	14.4%
		English Language Learners	4.3%
		Low Income	16.30%
Accountability Information from 2024			
	<b>Title 1 Status</b>	Title 1 School	
	<b>Overall Accountability Classification</b>	Not requiring assistance or intervention	
	<b>Reason for Classification</b>	Substantial progress toward targets	
	<b>Progress Towards Meeting Improvement Targets</b>	71%	



Wilmington Public Schools  
Wilmington, MA 01887

## Woburn Street School Improvement Plan 2025-2027

**School Goal 1: Improve student attendance and reduce absenteeism through proactive communication, family partnerships, and consistent implementation of the district's attendance policy.**

**By Spring 2027, there will be a 20% decrease in the number of students absent 10 or more days, and at least 75% of families will report an understanding of the district's attendance policy and expectations.**

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1	2	3	4	5
<p><b>All Students Reach Their Fullest Potential</b> Provide challenging, engaging, relevant instruction that is responsive to each learner's academic, social, emotional, and behavioral needs.</p>	<p><b>Caring and Safe for All</b> Foster school communities where all students and staff experience a sense of belonging and safety.</p>	<p><b>Equitable and Inclusive Schools</b> Create a vision for equitable and inclusive schools with students, staff, families, and community members.</p>	<p><b>Enhanced and Updated School Facilities</b> Improve school facilities and design learning spaces to promote student success and support family and community involvement.</p>	<p><b>We are One Community</b> 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
Strengthen communication of attendance policies	Fall 2025 - Ongoing	Principal, Teachers	District attendance policies will be provided in families' home languages and shared through digital platforms, printed materials, and other communication channels
Build data-driven attendance teams	Fall 2025 - Ongoing	Principal, Attendance Team	Established building-based attendance teams will meet regularly to monitor and analyze student attendance data, identify trends, and coordinate interventions.
Provide targeted supports for at-risk students and families	Winter 2025 - Spring 2027	Principal, School Counselor, Family Engagement Specialist, Attendance Team	Targeted implementation plans will be developed and implemented for students and families having attendance challenges based on identified needs.
Engage families through education and outreach	Winter 2025 - Spring 2027	Principal, Family Engagement Specialist	Ongoing education for families on the impact of absenteeism delivered through information sessions, virtual workshops, and informal events like coffee chats.
Ensure consistent follow up and resource sharing	Fall 2025 - Ongoing	Principal	Regular, personalized attendance letters to families of at-risk students, including resources and next steps to improve attendance.
Support student transitions with attendance focus	Spring 2026 - Spring 2027	Principal, School Counselor, Family Engagement Specialist	Collaborative transition meetings with administrators among key transition grades (K, 3 & 5) will be facilitated to ensure continuity of support and interventions for students with attendance concerns.
<b>Professional Development Related to School Goal #1</b>		<b>Additional Resources Related to School Goal #1</b>	

**School Improvement Goal # 1**

**School Goal 2: Strengthen Tier I small group instruction in literacy and math. By Spring 2027, we will increase our targeted small group instruction within the classroom. We will measure the success of this by observing more small group instruction in both literacy and math. 70% of all students will meet or exceed individual growth targets and achieve an SGP greater than 50% on all benchmarks using DIBELS, AIMSWEB, MCAS, MSDA or other district determined measures.**

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

<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5
<p><b>All Students Reach Their Fullest Potential</b> Provide challenging, engaging, relevant instruction that is responsive to each learner's academic, social, emotional, and behavioral needs.</p>	<p><b>Caring and Safe for All</b> Foster school communities where all students and staff experience a sense of belonging and safety.</p>	<p><b>Equitable and Inclusive Schools</b> Create a vision for equitable and inclusive schools with students, staff, families, and community members.</p>	<p><b>Enhanced and Updated School Facilities</b> Improve school facilities and design learning spaces to promote student success and support family and community involvement.</p>	<p><b>We are One Community</b> 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
Using data from universal screeners (DIBELS, AimsWeb, MCAS, MSDA, common assessments), educators will develop and adjust differentiated small group classroom instruction (ECC through Grade 5). Review and utilize the small group strategies and practices included in both the ELA HMH curriculum as well as the Envision math program.	Fall 2025 - ongoing	Principal, Classroom Teachers, Special Educators, Reading Specialists, Math Coaches, K-5 STEM Coordinator, Elementary Literacy Coordinator	Documented growth in progress monitoring. Expanded intervention menu available in MTSS map.
Review data sources (MCAS, DIBELS, AimsWeb, MSDA or other district determined measures) to identify students who would benefit from small group instruction to meet the next benchmark level. Continued discussions throughout the year during Data Meetings, PLCs, Enrichment time and/or staff meetings. Ongoing principal observation/data collection.	Fall 2025 - ongoing	Principal, Classroom Teachers, Special Educators, Reading Specialists, Math Coaches, K-5 STEM Coordinator, Elementary Literacy Coordinator	Principal observational data of small group instruction practices. Increase in targeted student's SGP on district and state assessments. Data meetings 3x/year with documented instructional adjustments.
Create opportunities for teachers to model best practices of small group instruction. Identify and determine professional development opportunities and resources for teachers to enhance small group instructional practices.	Winter 2025 - ongoing	Principal, Classroom Teachers, Special Educators, Reading Specialists, Math Coaches, K-5 STEM Coordinator, Elementary Literacy Coordinator	Teacher self-efficacy in regards to small group instruction will increase and measured on end of the year curriculum surveys.
Professional Development Related to School Goal #2		Additional Resources Related to School Goal #2	
Professional development in differentiated instruction and small group instruction		Determine at each grade level if supplemental materials are needed Sub coverage for teacher modeling	

**School Improvement Goal # 2**

**School Goal 3: Goal Statement:**  
**By the end of the 2026–2027 school year, elementary schools across the district will increase family satisfaction with engagement and communication by 20%, as measured by an elementary-based family survey. This goal will be achieved through intentional improvements in accessibility, family connection, and communication practices.**

**Connections between [District Strategic Plan](#) 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
<b>All Students Reach Their Fullest Potential</b> <i>Provide challenging, engaging, relevant instruction that is responsive to each learner's academic, social, emotional, and behavioral needs.</i>	<b>Caring and Safe for All</b> <i>Foster school communities where all students and staff experience a sense of belonging and safety.</i>	<b>Equitable and Inclusive Schools</b> <i>Create a vision for equitable and inclusive schools with students, staff, families, and community members.</i>	<b>Enhanced and Updated School Facilities</b> <i>Improve school facilities and design learning spaces to promote student success and support family and community involvement.</i>	<b>We are One Community</b> <i>Strengthen partnerships amongst students, families, staff, and the community that promotes a sense of pride, connectedness, and inclusiveness.</i>

Initiatives / Actions	Timeline	Person(s) Responsible	Measurable Outcomes of Success
Enhance Family-School Connection	Fall 2025 - ongoing	Principal/Asst Principal, ECTV coordinator, OIT dept	"Coffee with the Principal/Assistant Principal" sessions occur quarterly to build relationships and gather feedback.  Online family Q&A form launched by spring'26, with responses provided within 5 days.  School introduction videos produced and shared via WCTV by fall'26 and shared out with families for transitions/new enrollment.
Expand Accessibility and Inclusion	Fall 2025 - ongoing	EL Coordinator, EL teacher, Principal, Assistant Principal	Translation/interpretation services utilized to provide access to all pertinent information including curriculum presentations, PAC events/info, and community resources. Representation in school visuals, signage, and decor will reflect the diversity of our students and the greater community.
Provide Meaningful Family Learning Opportunities	Winter 2025 - ongoing	Family engagement specialist	Family workshops on key topics such as bullying prevention as well as social-emotional learning (SEL) nights offered at least 3x/year.
Garner Feedback from Families	Winter 2025, Spring 2027	Principals	Family engagement and communication surveys conducted in Winter 2025 and Spring 2027 and results analyzed to inform improvements.
<b>Professional Development Related to School Goal #3</b>		<b>Additional Resources Related to School Goal #3</b>	

**School Improvement Goal # 3**