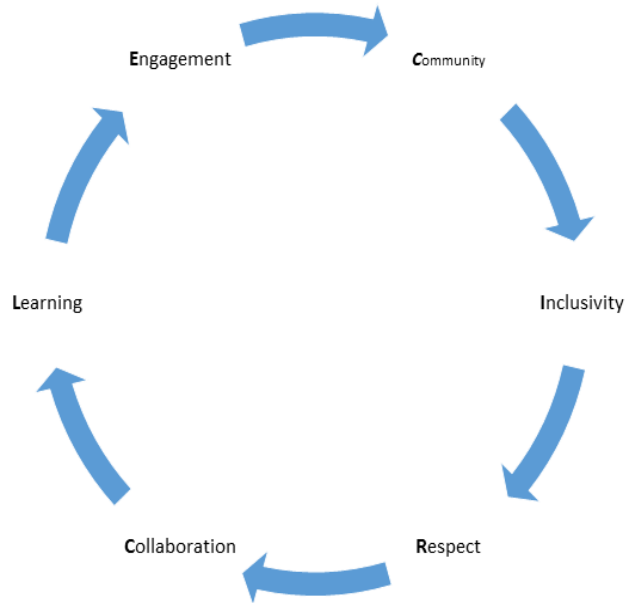




## Wilmington Public Schools

Wilmington, Massachusetts 01887



## Wilmington Public Schools

### Mission

The mission of the Wilmington Public Schools is to educate and develop students academically, socially, and emotionally to be active, civic-minded contributors to our global society.

### Vision

The Wilmington Public Schools, in conjunction with the **community**, provides an **inclusive, respectful, and collaborative learning** environment where all stakeholders are **engaged** in the development of the whole child.

### Theory of Action

#### **IF Wilmington Public Schools...**

*Provides challenging, engaging, and relevant instruction that is responsive to each learner's academic, social, emotional, and behavioral needs*

*Fosters school communities where all students and staff experience a sense of belonging and safety*

*Creates a vision for equitable and inclusive schools with students, staff, families, and community members*

*Strengthens partnerships amongst students, families, staff, and the community that promotes a sense of pride, connectedness, and inclusiveness*

#### **THEN students will become...**

*Communicators who promote respectful and appropriate discourse that is founded in well-informed ideas that are both inclusive and purposeful in manner and intention*

*Contributors who assume responsibility for engaging actively for the good of the community and for participating locally and globally in a positive and impactful way*

*Collaborators who assume responsibility to work productively as part of a team to promote learning and achieve common goals while valuing the contributions of team members*

*Leaders who engage in respectful, inclusive, and collaborative learning experiences, promote healthy responsible decision-making and recognize, respect, and support the efforts and ideas of others*

# Boutwell Early Childhood Center

School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
<b>Administration</b>	Kristen Walsh, Principal	American Indian or Alaska Native	0.0%
		Asian	4.7%
		Black or African American	2.3%
		Hispanic or Latino	9.4%
<b>Grades Served</b>	Pre-K and Kindergarten	Multi-Race, Not Hispanic or Latino	3.9%
<b>Total Enrollment 24-25</b>	128	Native Hawaiian or Other Pacific Is	0.0%
<b>School Council Members</b>	Kristen Walsh, Principal	White	80%
	Heather Andersen, Teacher	Male	67
	Kristen Henley, School Counselor	Female	61
	Jaclyn Baker, Parent	Non-binary	0
	Matthew Scutcher, Parent	Students with Disabilities	16.4%
		English Language Learners	1.6%
		Low Income	14.1%
Accountability Information from 2024			
<b>Title 1 Status</b>	Title 1 School		
<b>Overall Accountability Classification</b>	Insufficient Data		
<b>Reason for Classification</b>	Insufficient Data		
<b>Progress Towards Meeting Improvement Targets</b>	Insufficient Data		



Wilmington Public Schools  
Wilmington, MA 01887

## Boutwell 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) will be facilitated to ensure continuity of support and interventions for students with attendance concerns.

### Professional Development Related to School Goal #1

### Additional Resources Related to School Goal #1

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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, 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, common assessments), educators will develop and adjust differentiated small group classroom instruction. 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 (DIBELS, AimsWeb, 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, 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.
<b>Professional Development Related to School Goal #2</b>		<b>Additional Resources Related to School Goal #2</b>	
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
Improve Student Registration Process	Fall 2025 - ongoing	Principal, Technology director, Family Engagement Specialist	Registration forms will be simplified Communication and materials related to registration will be available in multiple languages Families will be notified when registration files are complete. Host parent information sessions each January for families entering the district the following year.
Enhance Family-School Connection	Fall 2025 - ongoing	Principal/Asst Principal, ECTV coordinator, OIT dept	"Coffee with the 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**

# Wildwood Early Childhood Center

School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
<b>Administration</b>	Kate Bissell, Principal	American Indian or Alaska Native	0
		Asian	12.40%
		Black or African American	1.10%
<b>Grades Served</b>	Pre-K and Kindergarten	Hispanic or Latino	7.90%
		Multi-Race, Not Hispanic or Latino	2.30%
<b>Total Enrollment 24-25</b>	178	Native Hawaiian or Other Pacific Islander	0
<b>School Council Members</b>	Kate Bissell, Principal	White	73%
	Jackie Mastropietro, teacher	Male	85
		Female	93
		Non-binary	0
		Students with Disabilities	28%
		English Language Learners	8.40%
		Low Income	unknown
<b>Title 1 Status</b>	Title I School		
<b>Overall Accountability Classification</b>	N/A		
<b>Reason for Classification</b>	N/A		
<b>Towards Meeting Improvement Targets</b>	N/A		



Wilmington Public Schools  
Wilmington, MA 01887

## Wildwood 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
<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
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"/>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<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
Using data from universal screeners (DIBELS, AimsWeb, common assessments), educators will develop and adjust differentiated small group classroom instruction (Grade K). 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 (DIBELS, AimsWeb, 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
<p><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></p>	<p><b>Caring and Safe for All</b>  <i>Foster school communities where all students and staff experience a sense of belonging and safety.</i></p>	<p><b>Equitable and Inclusive Schools</b>  <i>Create a vision for equitable and inclusive schools with students, staff, families, and community members.</i></p>	<p><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></p>	<p><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></p>

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

**School Improvement Goal # 3**

# Shawsheen Elementary School

School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
<b>Administration</b>	Lisa King, Principal	American Indian or Alaska Native	0.0%
	Kevin Welch, Assistant Principal	Asian	7.9%
		Black or African American	1.6%
<b>Grades Served</b>	1, 2, and 3	Hispanic or Latino	5.9%
<b>Total Enrollment</b>		Multi-Race, Not Hispanic or Latino	5.9%
<b>School Council Members</b>		Native Hawaiian or Other Pacific Islander	0.0%
		White	78.6%
		Male	148
		Female	156
		Non-binary	0
		Students with Disabilities	21.4%
		English Language Learners	2.6%
	Low Income	10.90%	
Accountability Information from 2024			
	<b>Title 1 Status</b>	Non-Title 1 School	
	<b>Overall Accountability Classification</b>	Not requiring assistance or intervention	
	<b>Reason for Classification</b>	Moderate progress toward targets	
	<b>Progress Towards Meeting Improvement Targets</b>	43%	



Wilmington Public Schools  
Wilmington, MA 01887

## Shawsheen 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
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
<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
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: 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
<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
Enhance Family-School Connection	Fall 2025 - ongoing	Principal/Asst Principal, ECTV coordinator, OIT dept	<p>"Coffee with the Principal/Assistant Principal" sessions occur quarterly to build relationships and gather feedback.</p> <p>Online family Q&amp;A form launched by spring'26, with responses provided within 5 days.</p> <p>School introduction videos produced and shared via WCTV by fall'26 and shared out with families for transitions/new enrollment.</p>
Expand Accessibility and Inclusion	Fall 2025 - ongoing	EL Coordinator, EL teacher, Principal, Assistant Principal	<p>Translation/interpretation services utilized to provide access to all pertinent information including curriculum presentations, PAC events/info, and community resources.</p> <p>Representation in school visuals, signage, and decor will reflect the diversity of our students and the greater community.</p>
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**

# 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
<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
Enhance Family-School Connection	Fall 2025 - ongoing	Principal/Asst Principal, ECTV coordinator, OIT dept	<p>"Coffee with the Principal/Assistant Principal" sessions occur quarterly to build relationships and gather feedback.</p> <p>Online family Q&amp;A form launched by spring'26, with responses provided within 5 days.</p> <p>School introduction videos produced and shared via WCTV by fall'26 and shared out with families for transitions/new enrollment.</p>
Expand Accessibility and Inclusion	Fall 2025 - ongoing	EL Coordinator, EL teacher, Principal, Assistant Principal	<p>Translation/interpretation services utilized to provide access to all pertinent information including curriculum presentations, PAC events/info, and community resources.</p> <p>Representation in school visuals, signage, and decor will reflect the diversity of our students and the greater community.</p>
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**

# West Intermediate School

School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
<b>Administration</b>	Michael Walsh, Principal	American Indian or Alaska Native	0.0%
		Asian	7.0%
		Black or African American	2.2%
		Hispanic or Latino	5.3%
<b>Grades Served</b>	4 and 5	Multi-Race, Not Hispanic or Latino	5.7%
<b>Total Enrollment</b>	228	Native Hawaiian or Other Pacific Islander	0%
		White	79.8%
<b>School Council Members</b>	Michael Walsh, Principal	Male	120
		Female	108
		Non-binary	0
		Students with Disabilities	20.6%
		English Language Learners	0.90%
		Low Income	unknown
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>	61%		



Wilmington Public Schools  
Wilmington, MA 01887

## West Intermediate 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: 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**

# North Intermediate School

School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
<b>Administration</b>	Diane Carreiro, Principal	American Indian or Alaska Native	0.4%
		Asian	4.9%
		Black or African American	1.6%
<b>Grades Served</b>	4 and 5	Hispanic or Latino	5.7%
<b>Total Enrollment</b>	246	Multi-Race, Not Hispanic or Latino	4.1%
<b>School Council Members</b>	Diane Carreiro, Principal	Native Hawaiian or Other Pacific Islander	0%
	Nicole Hoxholli, teacher	White	83.3%
	Diana Juszczak, teacher	Male	138
	Lindsay Dobbins, parent	Female	108
	Joe Tierney, parent	Non-binary	0
		Students with Disabilities	20.3%
<b>Accountability Information from 2024</b>			
<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>		56%	



Wilmington Public Schools  
Wilmington, MA 01887

## North Intermediate 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.

**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.
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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: 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
<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
Enhance Family-School Connection	Fall 2025 - ongoing	Principal/Asst Principal, ECTV coordinator, OIT dept	<p>"Coffee with the Principal/Assistant Principal" sessions occur quarterly to build relationships and gather feedback.</p> <p>Online family Q&amp;A form launched by spring'26, with responses provided within 5 days.</p> <p>School introduction videos produced and shared via WCTV by fall'26 and shared out with families for transitions/new enrollement.</p>
Expand Accessibility and Inclusion	Fall 2025 - ongoing	EL Coordinator, EL teacher, Principal, Assistant Principal	<p>Translation/interpretation services utilized to provide access to all pertinent information including curriculum presentations, PAC events/info, and community resources.</p> <p>Representation in school visuals, signage, and decor will reflect the diversity of our students and the greater community.</p>
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**

# Wilmington Middle School

School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
<b>Administration</b>	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%
<b>Grades Served</b>	6, 7, and 8	Native American	0.0%
<b>Total Enrollment</b>	687	Hispanic or Latino	5.5%
<b>School Council Members</b>	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	
<b>Title 1 Status</b>	Non-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>	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><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
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.
<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: 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
<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
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 Goal 3: Strengthen School-Community Partnerships**

**School Improvement Goal # 2**

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
<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.	<b>Caring and Safe for All</b> Foster school communities where all students and staff experience a sense of belonging and safety.	<b>Equitable and Inclusive Schools</b> Create a vision for equitable and inclusive schools with students, staff, families, and community members.	<b>Enhanced and Updated School Facilities</b> Improve school facilities and design learning spaces to promote student success and support family and community involvement.	<b>We are One Community</b> Strengthen partnerships amongst students, families, staff, and the community that promotes a sense of pride, connectedness, and inclusiveness.
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**

# Wilmington High School

## School Improvement Plan: 2025-2027

School Information		Enrollment Demographic Information 24-25	
<b>Administration</b>	Ryan Gendron, Principal	American Indian or Alaska Native	0%
	Jonathan Merenda, Assistant Principal	Asian	8.6%
	Mark Staffier, Assistant Principal	Black or African American	7.1%
		Native American	1.6%
<b>Grades Served</b>	9-12	Hispanic or Latino	7.1%
<b>Total Enrollment</b>	638	Multi-Race, Not Hispanic or Latino	3.4%
		Native Hawaiian or Other Pacific Islander	0%
<b>School Council Members</b>	Ryan Gendron, Principal	White	79.3%
	Melinda LaConte, Parent (co-chair)	Male	300
	Michelle Feeney, Parent	Female	318
	Kyra McDermott, Math Teacher	Non-binary	1
	Jessica Daly, Science Teacher	Students with Disabilities	15.3%
	Allison D'Arco, WHS Student	English Language Learners	1.1%
		Low Income	14.9%
Accountability Information from 2024			
	<b>Title 1 Status</b>	Non-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>	60%	



## Wilmington High School Improvement Plan 2025-2027

**Strengthen the consistency and effectiveness of instructional practices, through a focus on collaborative reflection, feedback, and professional learning.**

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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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
Establish and Empower a WHS Instructional Leadership Team (ILT) to promote best instructional practices	SY26 - Inquiry Cycle 1 & 2  SY27 - Inquiry Cycle 3 & 4	Principal, ILT Team (Teachers), All Teachers	Staff report positive impact of ILT strategies on instructional practice.  Evidence of improved student attention/stamina in classroom observations and MCAS analysis  Monthly ILT meeting artifacts (agendas, shared resources, and action notes) documented.
Increase the volume and variety of instructional feedback - through administrative joint walkthroughs, staff Peer Visits, and the evaluation process - to promote reflective and consistent instructional practices	SY26 & SY27 - Implement joint walkthroughs amongst building and department leaders, and Peer Visits aligned with ILT Inquiry Cycle	Principal, Curriculum Team Leaders, Assistant Principals, All Teachers	100% of walkthroughs documented with rubric-aligned feedback.  Evidence of instructional improvement through classroom observations, Staff Peer Visits data, and self-reported adoption of new strategies.

**Professional Development Related to School Goal #1**

**Additional Resources Related to School Goal #1**

Instructional Leadership Institute (Summer)

**Continuously improve curriculum to provide all students with appropriately supported, challenging, and clearly communicated learning pathways.**

**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 checked="" type="checkbox"/>
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**School Improvement Goal # 1**

**School Improvement Goal # 2**

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 existing curriculum with additional scaffolds and extensions, to ensure all students are supported and challenged	SY26 & SY27 - CIT Day Work Time, Department and Faculty Sharing of Artifacts	Principal, Curriculum Team Leaders, Assistant Principals, Teachers	Curriculum artifacts include at least two scaffolds and two extensions per semester  Walkthroughs show increased evidence of scaffolds, choice pathways and extensions  Teachers self-report improved ability to support all learners
Establish and execute WHS Curriculum Review Cycle, to organize systematic review of curriculum resources	SY26 - Execute course-specific curriculum reviews  SY27 - Scheulde yearly department-specific vision reviews	Assistant Superintendent, Principal, Curriculum Team Leaders, Assistant Principals	WHS completes curriculum reviews for at least 1-2 departments annually, following the established cycle.  All curriculum updates documented in Program of Studies
Formalize and Communicate Specialized Pathways (ICP Innovative Career Pathways, AMS - Accelerated Math Sequences, GCC - Global Citizenship Certificate), to ensure students and families understand all sequences/opportunities available to WHS students	SY26 - Design and communicate ICP and Accelerated Math pathways  SY27 - Begin and implement ICP, AMS. Design and communicate GCC	Principal, Curriculum Team Leaders, Assistant Principals, Teachers, School Counselors	All pathway guides (ICP, AMS, GCC) are completed, standardized, and posted on the WHS website, Program of Studies, and Counseling Seminars by Year 2.  Initial cohort of students successfully enrolled in chosen pathway
Plan for MyCAP (My Career & Academic Plan) alignment and implementation in preparation for state expectations SY28	SY26 - "Prepare for Launch" alignment SY27 - "Implement and Scale" planning (SY28 - Launch)	MyCap Team	All DESE-required MyCAP planning steps by SY27  WHS pilots MyCAP components with at least one grade level by SY27  Collect student feedback and adjust prior to full launch
<b>Professional Development Related to School Goal #2</b>		<b>Additional Resources Related to School Goal #2</b>	
MyCAP training sessions		DESE Innovation Career Pathways implementation grant	

**Expand and Improve Multi-Tiered Systems of Supports (MTSS) to promote success of all WHS students**

Connections between <i>District Strategic Plan</i> and School Improvement Goal 3 (Check all that apply)				
☑	☑	☑	☐	☑
1	2	3	4	5
<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.	<b>Caring and Safe for All</b> Foster school communities where all students and staff experience a sense of belonging and safety.	<b>Equitable and Inclusive Schools</b> Create a vision for equitable and inclusive schools with students, staff, families, and community members.	<b>Enhanced and Updated School Facilities</b> Improve school facilities and design learning spaces to promote student success and support family and community involvement.	<b>We are One Community</b> Strengthen partnerships amongst students, families, staff, and the community that promotes a sense of pride, connectedness, and inclusiveness.
Initiatives / Actions		Timeline	Person(s) Responsible	Measurable Outcomes of Success
Establish MTSS data team, to analyze attendance, academic, and SEL indicators		SY26 - Establish MTSS data team SY27 - Continue MTSS data team	Principal, Curriculum Team Leaders, Assistant Principals, Teachers, School Counselors	MTSS caseload biquarterly review notes MTSS intervention tracking data analysis MTSS data team rolling agenda
Implement new Open Architects MTSS software to increase availability of student data and intervention progress		SY26 - Train, implement with School Counselors & MTSS SY27 - Full Teacher Implementation	Principal, Curriculum Team Leaders, Assistant Principals, Teachers, School Counselors	Open Architects training dates, attendance Open Architects access log shows regular usage and progress tracking Open Architects survey responses indicate understanding of software
Establish and Pilot new Flex Interventions for English, Math and Science		SY26 - Design and implement SY27 - Refine and continue, explore expansion	Principal, Curriculum Team Leaders, Assistant Principals, Teachers, School Counselors	Outcome data indicates improved performance for participating students (ie - improved course or quarter pass rate, improved benchmark assessments)  Refined intervention protocols documented for expansion in subsequent semesters
Professional Development Related to School Goal #3			Additional Resources Related to School Goal #3	
Open Architects trainings				

**School Improvement Goal # 3**