Woodsdale Elementary School

2026-2027

School Improvement Plan



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Abington Mission Statement	The mission of the Abington Public Schools is to provide all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community.
Abington Guiding Principles	We believe in… ● making decisions in the best interests of students. ● supporting all students in achieving success. ● fostering the physical, intellectual, technological, social, emotional, and artistic development ● creating a safe, supportive, organized, and equitable learning environment. ● providing challenging educational experiences that build character. ● developing self-discipline and personal responsibility. ● promoting creativity, problem-solving, effective communication, and critical thinking skills. ● cultivating the educational partnership among home, school, and community. ● nurturing a culture of collaboration, collegiality, acceptance, and mutual respect. ● inspiring all students to become lifelong learners.
Woodsdale Core Values	**Together we S.O.A.R** **Support –** Supportive students look out for one another, use kind words, include others, and ask for help when they need it. They celebrate classmates' successes, offer encouragement, and treat everyone with respect. **Outstanding –** Outstanding students show perseverance, make responsible choices, and strive to do the right thing even when it's challenging. They set goals, learn from mistakes, and celebrate their growth along the way. **Accountable –** Accountable students take responsibility for their actions, words, and learning. They come prepared, complete their work on time, and follow through on commitments. They understand that their choices impact others and take pride in doing their part. **Respectful -** Respectful students treat others the way they want to be treated. They listen when others are speaking, value different perspectives, and use polite and thoughtful language. They care for their school, materials, and shared spaces, and they honor the rules that help keep everyone safe and successful.

Summary of 2025-2026 Goals

Goal 1: Culture and Inclusion Continue to develop a positive, equitable climate and culture of care utilizing inclusive practices to engage and support all students and families.	-Continued community meetings with grade level teams -Created S.O.A.Ring motto and certificates -Created weekly newsletter – sent to families on Fridays -Continued to partner with community members to offer resources to our families -Supported PTO with events and meetings -Brought back past activities to allow for family involvement -STEM Day
Goal 2: Teaching and Learning Continue to utilize Multi-Tiered Systems of Support (MTSS) as a framework to positively impact the academic, behavioral, and social emotional needs of all students.	-Modified IST processes to 6-week intervention cycles -Continued the use of iReady assessments to created intervention groupings -Provided families with welcome and exit letters to intervention program -Modified SST process to bi-monthly meetings -Continued lunch bunch, renamed “social skills group” -Created equal groupings across grade levels with all students
Goal 3: A Safe place/Good citizens Continue to organize and manage a high-quality, safe environment devoted to high quality teaching and learning.	-Used S.O.A.Ring definitions to strengthen accountability in the building -Added 1 lunch/recess per grade level, increased support -Edited ALICE drills and information for students -Increased use of cameras/videos to monitor safety in the building

Teaching and Learning

Implement new English Language Art curriculum, Grade 3 and 4 to engage all students

- Classroom teachers and relevant support staff will participate in professional development focused on the ELA curriculum components, instructional strategies, and alignment to grade-level standards. Grade level teams will also receive coaching and publisher training to help support implementation.
- Following each i-Ready diagnostic window (Fall, Winter, and Spring), grade-level teams will meet to analyze student data, identify trends, and develop targeted action plans for Tier 1 instruction and intervention supports.
- The school will provide at least two, family engagement opportunities (e.g., curriculum night, virtual information session, or informational materials) to introduce the comprehensive ELA curriculum and explain how i-Ready is used to assess and support student learning.
- At least 50% of students will meet or exceed their typical growth targets in reading as measured by i-Ready diagnostics, with a minimum 10% increase in the number of students performing at or above grade level compared to Fall baseline data.
- Staff will continue to have opportunities to participate in CPT to share and discuss implementation of the new ELA curriculum, including both instructional practices and student engagement. The principal will also meet with the CPT team monthly to support ongoing implementation and reflection.

Persons responsible for implementation: Principal, Certified Staff

Resources needed: District provided professional development time, iReady assessment, Curriculum materials

Communication

Continue to increase use of Thrillshare communication tool and communication between grade levels

- The school will continue to implement a multi-platform communication plan to increase awareness and understanding of the new application, utilizing social media, email communications, family conferences, the school website, and school newsletters.
- The school will offer multiple in-person and/or virtual training sessions (including pre-recorded demonstrations) to support families in navigating the new application, with opportunities for hands-on assistance in downloading and setting up the platform on personal devices.
- Staff will participate in professional development opportunities to support vertical alignment across grade levels. Each grade level will designate a representative to share an overview of key skills and instructional focus with adjacent grade levels (e.g., Grade 2 and Grade 5) to strengthen continuity of instruction.
- The school will continue to provide consistent communication through a weekly staff email and the Friday "WES News" newsletter.

Persons responsible for implementation: Principal, Certified Staff

Resources needed: Technology resources/staff representative

Inclusion and Equity

Increase inclusive practices for engagement of all students

- The school will utilize internal specialists (e.g., special educators, related service providers, behavior specialists, and instructional coaches) to facilitate at least three professional learning sessions focused on inclusive instructional strategies, differentiation, and equitable access to the curriculum.
- Grade-level teams and administration will review and refine classroom service delivery models during placement to increase access and participation for students with disabilities.
- Following each benchmark period, leadership teams will analyze academic, behavioral, and attendance data by subgroup to identify trends and areas of need related to student engagement and support.
- The school will continue to support the SST/IST teams in addressing classroom teacher concerns and implementing targeted interventions to close learning gaps prior to making academic testing referrals.
- Grade-level teams will develop opportunities to celebrate diversity within their classrooms and create meaningful opportunities for students and families to share their cultures.
- The school will collaborate with the PTO to provide enrichment opportunities that promote inclusion, diversity, and equity within the school community.

Persons responsible for implementation: Principal, Certified Staff, Parent Teacher Organization

Resources needed: None

Social Emotional Development

Continue to develop students' social emotional growth and competency

- The school will provide professional development using experienced staff members to expand teachers' strategies for responding to social-emotional crises and supporting students in developing peer conflict resolution skills.
- The school will pilot a "Peer Monitor" recess program to encourage student accountability for positive social behavior during recess. Peer monitors will focus on identifying and reinforcing behaviors that support inclusion, communication, and conflict resolution.
- The school will share information with families through social media and the weekly WES Newsletter to promote understanding of social development, bullying prevention, and the development of positive social skills.
- The school will continue to utilize community meetings to support relationship building and a strong school culture, incorporating the four core values of Woodsdale.
- The school will support bus drivers through ongoing communication and child development resources to promote positive student behavior and a safe, respectful bus environment.

Persons responsible for implementation: Principal, Certified Staff

Resources needed: District provided professional development time