



PERFORMANCE REPORT 2020-2021

Wilmington Public Schools

161 Church Street
Wilmington, MA 01887

978-694-6000
Website: <https://wpsk12.com/>



WILMINGTON PUBLIC SCHOOLS

161 Church Street
Wilmington, MA 01887
(978) 694-6000
www.wpsk12.com

SCHOOL COMMITTEE

Jennifer Bryson, Ed.D., Chair
David Ragsdale, Vice Chair
Mary Jane Byrnes, Secretary
Steve Bjork, Member
Jesse Fennelly, Member
Jo Newhouse, Member
Melissa Plowman, Member
Jay Samaha, Member

CENTRAL ADMINISTRATION

Glenn Brand,
Superintendent

Christine Elliott,
Assistant Superintendent for
Curriculum & Staff Development

Paul Ruggiero
Assistant Superintendent of Finance &
Administration

Alice Brown-LeGrand
Director of Student Support Services

Andrea Stern-Armstrong
Director of Human Resources

Kenneth Lord
Director of Technology & Digital
Learning

Wilmington High School
Linda Peters, Principal

Wilmington Middle School
Jeanette Quirk, Ed.D. Principal

North Intermediate School
Christine McMenimen, Principal

West Intermediate School
Edward Foster, Ed.D. Principal

Shawsheen Elementary School
Lisa King, Principal

Woburn St. School
Suzanne Sullivan, Principal

Boutwell Early Childhood Center
Kristen Walsh, Principal

Wildwood Early Childhood Center
Sheila McAdams, Interim Principal



TABLE OF CONTENTS

Message from the Superintendent	4-5
Census Data for the 2021 School Year	6-7
Human Resources and Staffing Highlights	8
Food Service Highlights	9
Progress on District Priorities	
Strategic Plan Objective 1, Student Learning	10-11
Strategic Plan Objective 2, Social and Emotional Learning	12
Strategic Plan Objective 3, Culture of Inclusion	13
Strategic Plan Objective 4, Learning Environments	14-15
School, Student, and Staff Highlights	
Wilmington High School	16-20
Wilmington Middle School	22-24
North Intermediate School	25-27
West Intermediate School	28-30
Shawsheen Elementary School	31-33
Woburn Street Elementary School	34-37
Boutwell Early Childhood Center	38-39
Wildwood Early Childhood Center	40-41

MESSAGE FROM THE SUPERINTENDENT



GLENN BRAND, ED.D.

Superintendent, Wilmington Public Schools

Glenn.brand@wpsk12.com

(978) 694-6000

Dear Neighbors, Friends, and Families,

Although our school system and community continues to contend with the overall impact of COVID-19, I am pleased to be able to take this opportunity to provide this reflection upon the 2020-21 school year in this Wilmington Public Schools' Performance Report.

With the help of members of our leadership team we have assembled this report to highlight a number of our achievements. This includes our accomplishments and highlights of the many things that we are proud of during last school year, even while our staff, students, and families confronted many challenges associated with the pandemic.

While the impact of the health situation on our community prevented 'normal' operations last year, including the need to approach and support entirely new ways of teaching and learning, there is much to be proud of within our educational community. It is my hope that a review of the content here provides a sense of that admiration.

Despite the many challenges and obstacles thrown our way, I am incredibly delighted of the efforts of our entire faculty and staff in their unwavering commitment to help stay 'on course' with our mission – *educating and developing students academically, socially, and emotionally while cultivating active, civic-minded contributors to our global society.*

I also want to take this opportunity, on behalf of our entire community, and thank our incredible School Committee for their endless dedication, support and

commitment to helping us achieve our goals. The following served as Committee members during the 2020-21 school year:

Dr. Jennifer Bryson (Chair)
Mr. David Ragsdale (Vice-Chair)
Ms. Mary Jane Byrnes (Secretary)
Mr. Steve Bjork (Member)
Mr. Jesse Fennelly (Member)
Ms. Jo Newhouse (Member)
Ms. Melissa Plowman (Member)
Mr. Jay Samaha (Member)

These volunteers gave tirelessly many hours of their time each month to help us navigate one of the most challenging periods of time in recent memory. The Wilmington community certainly owes a debt of gratitude to these folks for all that they did in support of teaching and learning in Wilmington.

I look forward to continuing to working alongside our community in the year ahead as we seek to move beyond the pandemic and pursue new and important opportunities to advance the work of our school system. I welcome any feedback or questions you may have on the contents of this report and look forward to seeing you around the town.

Yours in education,
Glenn Brand, Ed.D.
Superintendent of Schools

BY THE NUMBERS

Census Data for the 2020-2021 School Year*

Student Population by Race

Enrollment by Race/Ethnicity (2020-21)		
Race	% of District	% of State
African American	1.5	9.3
Asian	6.0	7.2
Hispanic	4.5	22.3
Native American	0.1	0.2
White	84.0	56.7
Native Hawaiian, Pacific Islander	0.0	0.1
Multi-Race, Non-Hispanic	4.0	4.1

Student Population by Gender

Enrollment by Gender (2020-21)		
	District	State
Male	1,438	467,362
Female	1,390	443,625
Non-Binary	2	478
Total	2,830	911,465

Student Population by School

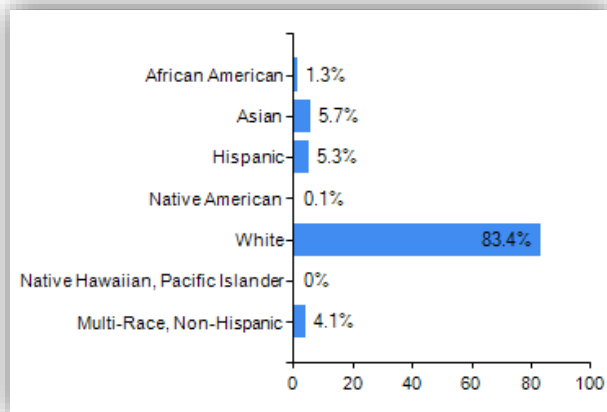
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Boutwell	6	106	0	0	0	0	0	0	0	0	0	0	0	0	112
North Intermediate	0	0	0	0	0	111	135	0	0	0	0	0	0	0	246
Shawsheen Elementary	0	0	103	105	109	0	0	0	0	0	0	0	0	0	317
West Intermediate	0	0	0	0	0	105	115	0	0	0	0	0	0	0	220
Wildwood	10	90	0	0	0	0	0	0	0	0	0	0	0	0	100
Wilmington High	0	0	0	0	0	0	0	0	0	0	168	192	201	194	755
Wilmington Middle School	0	0	0	0	0	0	0	198	268	249	0	0	0	0	715
Woburn Street	0	0	118	107	140	0	0	0	0	0	0	0	0	0	365
District	16	196	221	212	249	216	250	198	268	249	168	192	201	194	2,830

*District DESE Profile data supplied by the Department of Elementary & Secondary Education, <https://profiles.doe.mass.edu/>

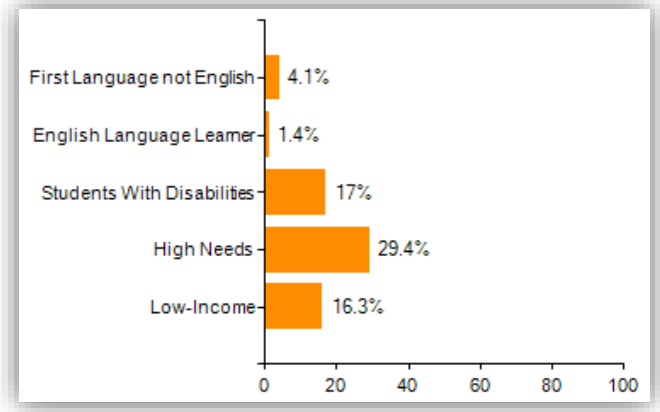
BY THE NUMBERS

Census Data for the 2020-2021 School Year*

Student Race and Ethnicity



Selected Populations



Per Pupil Expenditures

Year	In-District Expenditures	Total In-district FTEs	In-District Expenditures per Pupil	Total Expenditures	Total Pupil FTEs	Total Expenditures per Pupil
2020	\$54,689,315.00	3,176.4	\$17,217.39	\$61,784,533.00	3,246.4	\$19,031.71
2019	\$54,164,567.00	3,186.7	\$16,997.07	\$61,192,272.00	3,277.0	\$18,673.26

*District DESE Profile data supplied by the Department of Elementary & Secondary Education, <https://profiles.doe.mass.edu/>

HUMAN RESOURCES

Hires for the 2020-2021 School Year



Hiring and onboarding new/ replacement staff members during the 2020-2021 school year was certainly a challenge. In addition to the typical attrition we see in any given year, the pandemic certainly impacted our staffing levels.

Educators and Staff Members:

47

Prior to the launch of the school year we hired/ replaced 30 new educators, including classroom teachers, special education teachers, specialists, school psychologists, counselors, and social workers. At the start and throughout the course of the school year we hired/ replaced 11 new educational assistants, 1 board certified behavior analyst, (BCBA), 1 desktop technician, 1 administrative assistant, 1 tutor, and 2 food service staff members.

Administrators:

3

We also brought on 3 new administrators to the district to replace those who recently retired or left the district. Edward Foster was hired as the West Intermediate Principal, Mia Muzio was hired as the Athletic Director, and Christine Elliott was hired as the Assistant Superintendent for Curriculum and Staff Development.

Long-Term Substitutes:

55

Maintaining staffing levels throughout the year was a challenge given the number of people who took a leave of absence for a variety of reasons. In addition, many long-term substitute position were created to fill positions needed to address the complexities of remote and hybrid learning. We hired 55 long-term substitutes to cover vacancies throughout the year.

FOOD SERVICES

Feeding Our School Community



From 3/20/20-9/24/20 food services served 212,540 meals to the community at curbside pickup.

From 10/1/20-6/30/21, WPS served 211,877 meals curbside. We also served breakfast and lunch to students daily at school, as well as the seniors with meals on wheels.

In July and August of 2021 we served 21,614 meals curbside and another 2,203 lunches and 2,298 breakfasts for students, who participated in summer cares, sports camps, and summer educational sessions.

The USDA decided that due to the pandemic all meals for students would be free, including breakfast and lunch. As a result, we were able to provide meals to families from March 2020 to September 1, 2021, that included 7 breakfast and 7 lunches weekly at no charge for all children 21 and younger under the seamless summer option through the USDA. After September 2021, the USDA decided that all meals for breakfast, lunch, and snacks (for afterschool programs, where educational sessions are provided) for every school day would be free. Of course, applications to participate in programs were required and WPS food service was approved.

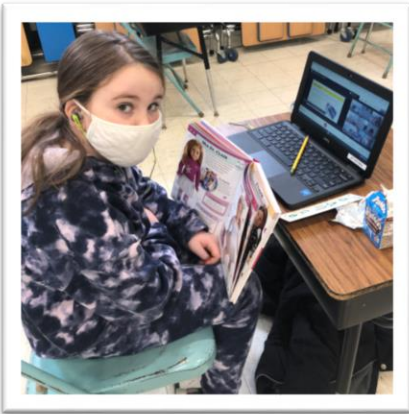


PROGRESS ON DISTRICT PRIORITIES

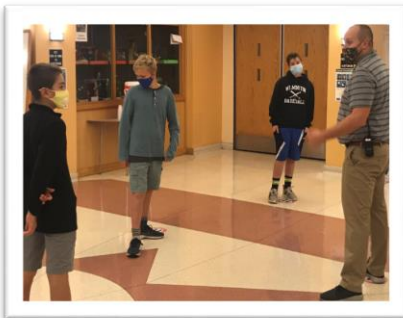
STRATEGIC PLAN: OBJECTIVE 1

Student Learning

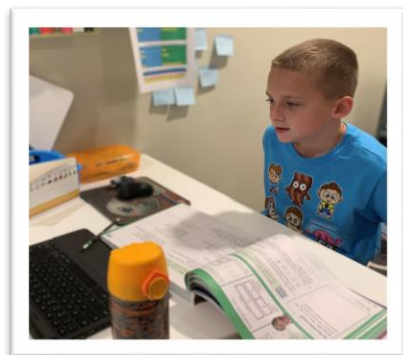
Deliver innovative, student-centered instruction to promote academic success for all learners



The year launched in a hybrid model while some students opted to learn in a fully remote model. Staff, students and families found themselves pivoting throughout the year as instructional models were adjusted to address the pandemic and updated guidance from the Department of Elementary and Secondary Education. Modifications were made to traditional curriculum pacing to prioritize instruction and cover as much content as possible given the loss of instructional time with hybrid learning.



In support of objective one, and despite the pandemic, our faculty and staff pursued strategies for innovative student-centered learning. Extensive professional development was provided so staff could learn strategies for engaging students in virtual learning through new technology tools. Teachers needed to rethink their typical instructional approaches to adapt to this new learning environment and in doing so leveraged many new innovative technology tools, strategies, and approaches.



Staff worked on curriculum alignment at all grade levels (PK-12) and subjects. Significant progress was made on the development of curriculum maps to ensure horizontal and vertical alignment as well as fidelity to the MA frameworks.

PROGRESS ON DISTRICT PRIORITIES

STRATEGIC PLAN: OBJECTIVE 1 (CONTINUED)

Student Learning

Deliver innovative, student-centered instruction to promote academic success for all learners

In recognition of the impact of the interrupted learning, plans were underway to develop a tiered system of support for academics. Assessment resources were purchased, and a universal screening and progress monitoring plan was developed and presented to the school community with a plan for implementation in the fall.



In addition to our annual extended year program for students requiring a longer school year, a four week summer school program was offered to all K-12 students at no cost to families. The focus was on remediation, solidifying grade-level skills, and the opportunity for credit recovery in grades 9-12.

K-5 Summer Learning Academy		6-12 Summer School Program	
Grade	Number of Students	Grade	Number of Students
K	24	6	5
1	26	7	16
2	15	8	10
3	13	9	6
4	11	10	7
5	12	11	9
		12	1

PROGRESS ON DISTRICT PRIORITIES

STRATEGIC PLAN: OBJECTIVE 2

Social & Emotional Learning

Foster the well-being of each child to achieve social, emotional, and academic success

Extensive professional development related to social and emotional learning was provided during the 2020-2021 school year. Below are a few highlights.

- Anticipating and Managing Challenges in the Return to School
- Self-Regulation Strategies
- Mindfulness
- Anxiety, Depression and Suicide Prevention
- Trauma-Informed Instruction
- Adult Self-Care
- Supporting Social, Emotional Learning (SEL) Needs in Remote Education
- PBIS in the Classroom

Multi-tiered systems of support for SEL were developed for students, staff, and caregivers. These resources were tiered into three categories of increasing support and were widely shared and utilized by staff and families.



Throughout the year, efforts were made to support the wider school community as we all encountered the challenges of the pandemic. In addition to staff training, the district provided a variety of workshops for families through a Caregivers Virtual Series including topics such as:

- A Caregiver's Guide to Remote Learning
- Building Skills for Independence
- Behavior Planning at Home
- Supporting Kids in Using Effective Coping Strategies When Faced with Tough Challenges



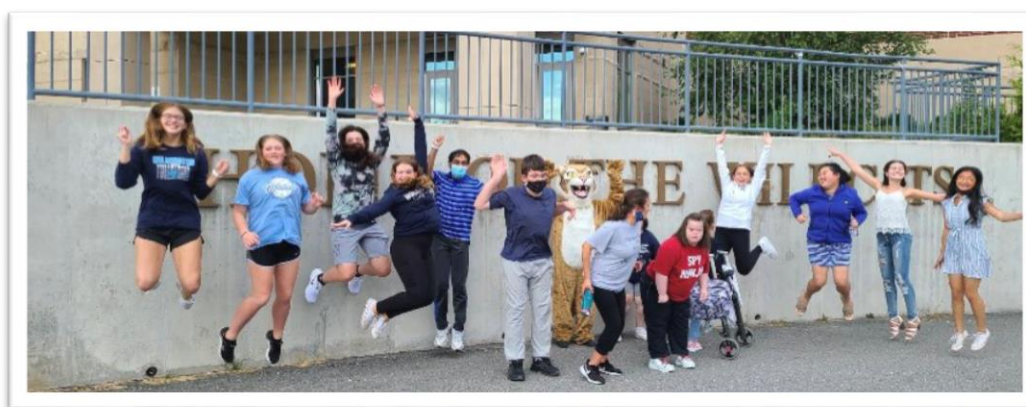
In addition, through various grant opportunities, two SEL and Family Engagement Specialists were hired to enhance school and family relationships by increasing communication and collaboration, and by promoting home-school partnerships.

PROGRESS ON DISTRICT PRIORITIES

STRATEGIC PLAN: OBJECTIVE 3

Culture of Inclusion

Promote and inclusive, collaborative school and community culture that embraces diversity including race, religion, socioeconomic status, ability, gender, sexual orientation and the physical, emotional and learning needs of all students to provide an equitable educational experience



During the 2020-2021 school year strides were made to foster an inclusive learning environment and culture of respect in all classrooms, cultivating respect for diverse ideas and viewpoints. Diversity and Equity teams were established at some schools. The District also partnered with other towns within the SEEM Collaborative in an effort to recruit and hire an Equity, Diversity, Inclusion (EDI) Coordinator as a shared position among five districts.

Policies and paperwork were updated to be more inclusive and professional development activities were provided in UDL, Supporting LGBTQ+ Youth, Equity in Education, etc.

Efforts were made to enhance communication through a variety of methods at the individual school level as well as the district level. Updates were made to the website, the chain of communication, and school committee information was shared more broadly.

PROGRESS ON DISTRICT PRIORITIES STRATEGIC PLAN: OBJECTIVE 4 (CONTINUED)

Learning Environments

Improve upon our schools' facilities and technology to provide safe, secure, and flexible learning environments for all students to maximize their potential



In May of 2020, the Wilmington School Committee and the Wilmington Board of Selectmen authorized the Superintendent of Schools to submit to the Massachusetts School Building Authority (MSBA) Statement of Interest Applications for our six (6) elementary schools and prioritized the Wildwood Elementary School's application as the school that has the most urgent needs.

In April of 2021, the MSBA Board of Directors voted to invite the Wildwood Elementary School into the MSBA Eligibility Period. Wilmington was one of 15 school districts out of 71 who applied for assistance and was invited into the MSBA eligibility period. We are extremely fortunate that the MSBA has agreed to partner with our community and study possible solutions for the Wildwood. [MSBA Wildwood Project Brochure](#) or visit <https://www.wpsk12.com/cms/one.aspx?pagelid=48835006>



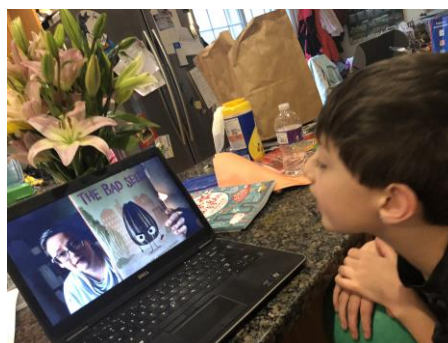
Learning Environments (Technology)

Improve upon our schools' facilities and technology to provide safe, secure, and flexible learning environments for all students to maximize their potential

During the 2020-2021 school year, the Office of Information Technology Department (OIT) completed work on multiple capital and COVID-funded technology projects:



- Replacement of 224 teacher laptops for the HS, Shawsheen, Woburn St, Boutwell, and Wildwood Schools.
- Replacement/addition of 825 Chromebooks and carts
- Replacement of 4 classroom projectors and addition of a projector in the Woburn St Cafe and large screen display in the Woburn St library.
- Expanded wide area network to new Student Support Services office at 219 Middlesex Ave. Built out local area network for new offices.
- Supported remote learning by deploying 900 Chromebooks for student home use along with mobile hot spots for families without Internet access.
- Purchased and deployed multiple new software packages such as Nearpod, Flocabulary, Enterprise Google Workspace for Education, and Classkick





School, Student, and Staff Highlights

School Year 2020-2021 is definitely one for the books. Wilmington Public Schools staff, as well as parents and community members, spent countless hours over the summer months preparing for a year like no other.



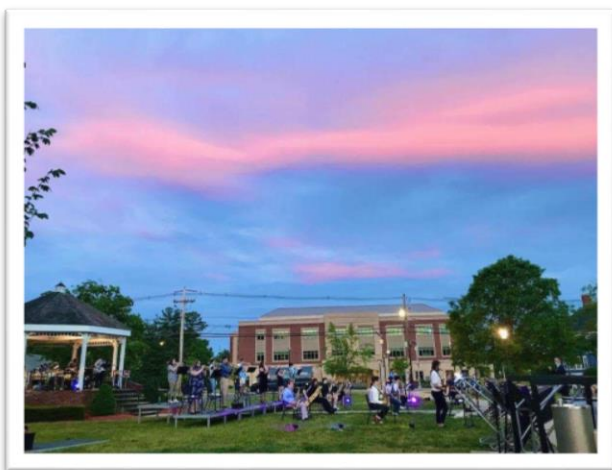
Our planning involved developing three instructional models, assigning students to cohorts, deciding on a technology platform, and preparing buildings to adhere to health and safety guidelines. We began the year in the remote instructional model and transitioned to the

hybrid model in October. This was a year of transitions, making decisions based on a number of factors which determined whether we could be in-person or not.

Regardless of all of this and the ever constant sense of uncertainty, students and staff continued to demonstrate their support for each other and their resilience in making things work. Several annual events continued, some virtually and some in-person once the guidelines were adjusted.

WHS hosted:

- A virtual talent show (March 2021)
- A virtual drama production (March 2021)
- An in-person National Honor Society Induction Ceremony (May 2021)
- An in-person Underclassmen Awards Ceremony (June 2021)
- An in-person Scholarship Night (June 2021)
- A Senior Prom (May 2021)
- Graduation 2021 (Outdoors on Alumni Field - June 2021)
- Outdoor Concerts by our Performing Arts Department (May-June 2021)
- A Virtual WPS Art Show (May 2021)





In addition to this, Wilmington High School continued to address all areas that were designated as priority areas of growth from our NEASC (New England Association of Schools and Colleges) Collaborative Conference Visit in the spring of 2018. One of our major accomplishments from this work is our WHS Vision of the Graduate which is included below.



WHS Facts and Figures

Future Plans of WHS Graduates, 2017-2021¹

Class of...	Number of Graduates	Percent to 4-year	Percent to Other Educational Inst.	Percent Total Continuing On
2021	186	75	8	83
2020	215	78	9	87
2019	207	76	16	92
2018	227	77	9	86
2017	225	81	11	92
2016	196	78	17	95

¹Data compiled from student exit surveys provided via the School Counseling Office

Of the 186 students in the Class of 2021, 85% submitted at least one application to an institution of higher learning. In total, the Class of 2021 submitted 1130 applications to colleges and universities. Students who are well-prepared to apply to college often do

so under an Early Decision or Early Action program, which requires students to submit applications earlier, in October and November. A total of 109 students, or 59 percent, applied under an early designation application. The 154 students continuing on with their studies will attend 65 different colleges and universities, located in 12 states.

Average SAT Scores of WHS Students Compared to National Averages, 2017-2021¹

Class of...	Wilmington High School ²					National Population of Testers ³		
	Total Score Average	Evidence-based Reading	Mathematics	Class Size	% of Students Testing	Total Score Average ³	Evidence-based Reading	Mathematics
2021	1199	597	602	186	11	1058	531	528
2020	1135	576	559	215	80	1051	528	523
2019	1140	575	570	207	88	1059	531	528
2018	1145	575	570	227	89	1067	536	531
2017	1141	574	567	225	86	1060	533	527

¹The College Board redesigned the SAT in 2017. Scores prior to 2017 also included a Writing Section, resulting in a total exam score of 2400. Since 2017, the SAT total exam score is 1600.

²Data taken from Naviance report, using highest combined score per student.

³Data taken from College Board Total Group Profile Reports, 2017 – 2021

National Merit Scholarship Program Recognition at WHS, 2017-2021¹

Year	Number of National Merit Semifinalists	Number of Commended Scholars
2021	1	2
2020	0	3
2019	1	2
2018	1	4
2017	1	0

¹ Information compiled from College Board Press Releases, 2017-2021

The College Board recognizes students whose SAT scores are outstanding when compared to the whole population of test takers. Commended Scholars have scored within the top 50,000 (~3%) test-takers on the PSAT/National Merit Scholarship Qualifying Test. One third of those students go on to earn recognition as Semifinalists (top 16,000 test-takers).

Number of AP® Testers/Exams and Passing Rate, 2016-2021¹

Academic Year	Total Number of Unique AP Testers	Total Number of Exams	Percent of Scores ≥3	Percent of Scores 5	Number of AP Courses Offered by WHS Faculty ²
2020-2021	239	458	66	12	14
2019-2020	226	413	81.4	17	14
2018-2019	204	343	72.5	12	12
2017-2018	199	375	67.8	13	11
2016-2017	207	362	64.7	14	11
2015-2016	137	191	70.1	14	11

¹Data taken from College Board Advanced Placement Five Year Summary Report and School Profile

²Additional AP courses are available to students via VHS Learning, see Table 6

Wilmington High School strives to offer rigorous coursework to students. One way to measure the rigor of a course is its approval for Advanced Placement (AP®) status with the College Board. Earning approval for AP® status means the course curriculum and instructor meet the standards put forth by the College Board. Since 2016, the number of students taking at least 1 AP® exam has increased by 74%. In the same time period, the number of AP® exams administered at WHS has increased by 140%.

AP® Scholar Awards, 2016-2021¹

Academic Year	AP Scholar (3 Exams, score ≥3 on all)	AP Scholar with Honor (4 Exams, score ≥3 on all)	AP Scholar with Distinction (5 Exams, score ≥3 on all)	National AP Scholar (8+ Exams, score ≥4 on all)
2020-2021	NA	NA	NA	NA
2019-2020	33	16	16	3
2018-2019	21	15	12	1
2017-2018	27	7	15	5
2016-2017	24	7	10	2

¹Data taken from College Board Advanced Placement Scholar Roster Report

The College Board has historically recognized students who perform well on a high number of AP® exams. These awards were discontinued in February 2021.

AP® Test Results, Students by Score - May 2021¹

Exam	Student Score					No. of Exams	% of Scores ≥3
	5	4	3	2	1		
Biology	1	5	25	9	0	40	78
Calculus AB	1	3	5	12	8	29	31
Calculus BC*	0	1	0	1	3	5	20
Chemistry	0	2	3	5	8	18	28
Computer Sci. A*	0	0	1	0	0	1	100
Computer Sci. Principles	2	2	9	6	1	20	65
English Lang & Comp.	4	18	13	8	0	43	81
English Lit & Comp.	2	7	7	3	0	19	84
Euro. History*	1	0	0	0	0	1	100
German Lang*	1	0	0	0	0	1	100
Italian Lang*	0	1	2	0	0	3	100
Macroeconomics*	0	1	0	0	0	1	100
Microeconomics	5	4	7	5	3	24	67
Physics 1	0	3	5	1	1	10	80
Physics C: Elect.*	0	0	0	1	0	1	0
Physics C: Mech.*	0	1	0	0	0	1	100
Psychology	11	23	13	12	22	81	58
Statistics	8	6	11	11	12	48	52
United States Gov. & Politics	3	1	13	12	6	35	49
United States History	7	8	16	11	6	48	65
World History	9	9	8	3	0	29	90

*= course not offered via WHS teachers; students prepared via VHS or other means

¹Data taken from College Board Advanced Placement Score Summary, 2021

In 2021, WHS offered 14 AP® courses taught by WHS faculty. Students also have the option to take AP® coursework via VHS Learning (online). Due to additional VHS Learning AP® enrollments, WHS administered AP® exams in 21 subjects in May 2021.

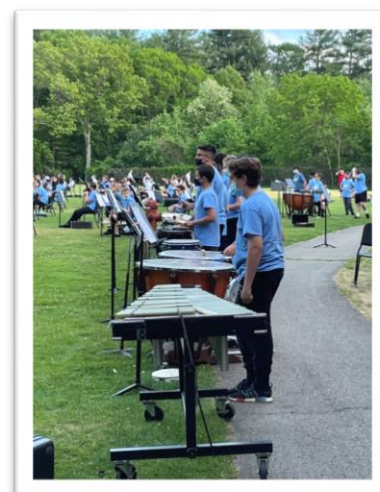


School, Student, and Staff Highlights



During the 2020-2021 school year, Wilmington Middle School supported 715 students spanning Grade 6 through Grade 8. With 142 students learning fully remote and the remaining 573 learning in a hybrid model with both in-person and remote aspects, WMS staff had to adapt to this new learning environment. Championing our school theme of *Rise Up*, all WMS teachers and staff took on the many changes, challenges, and obstacles and seamlessly provided consistency and maintained routines for all students. Even Willy the Wildcat got into it by sporting his mask throughout the year.

Despite all the challenges we faced, WMS still saw many positives throughout the year. We hosted spirit days, virtual field trips and scavenger hunts, a virtual talent show and play, and many after-school clubs and activities.





Additionally, later in the year, we held outdoor assemblies, concerts, and field days, including an 8th-grade dance to celebrate with them before they moved on to high school.



Throughout last year, with the help of our Positive Behavior Intervention System (PBIS) team, we were also able to celebrate students with Virtual Paws when students exhibited the WMS Core Values of community, inclusivity, collaboration, learning, respect, and engagement.

WMS also was able to improve upon some things throughout this year. With the help of Lisa Faretra, WPS Coordinator of Transportation, and the Wilmington Police Department, we were able to develop a new arrival and dismissal procedure that we will continue to use.



The 2020-2021 school year also brought many new staff members that we are happy to report have permanently joined WMS.

Lauren Nault
8th Grade Special Education Liaison

Alyson Kudenchak
6th Grade Math Teacher

Kayley Dee
Guidance Counselor

Beth Livermore
Physical Education Teacher

Taylor Bergstrom
6th Grade Science

Shannon Keeley
Social Worker

Christine Mirasola
Educational Assistant

Jane Woods
Educational Assistant



Although navigating through many changes due to the pandemic was challenging, we were still able to have some fun and learn from our experience at WMS, especially Mr. Faircloth and Mr. Caira, who always brought a lot of smiles to both staff and students.





School, Student, and Staff Highlights

The North Intermediate School had an enrollment of 251 students in October of 2021. The school housed 115 fifth graders and 136 fourth graders. Students had a variety of schedules throughout 2021. In early 2021, we followed a hybrid schedule for students which was comprised of in person learning days and remote learning days. Students attended school with their Cohort, Cohort A or Cohort B. Cohort C students learned remotely for the school year with a fully remote teacher and a fully remote schedule:

Virtual Learning Schedule-			
Time	Assignment	Link	Information
8:20 - 8:40 Morning Meeting	Attendance, Announcements, Schedule & Check In	 Google Meet	Choose kindness :)
8:40 - 9:50 Math	Topic 1 Test on Place Value	No Link - Your cameras MUST stay on	You will need your math notebook, a pencil & your Savvas login. You may read when you are finished.
9:50 - 10:05 Snack	Snack & movement break	No Link/Cameras off	This is a good time to use the bathroom or refill a water bottle.
10:10 - 10:55 Specialist	Music with Mrs. Waldron		You will join Mrs. Waldron on her Google Meet for music class.
10:55 - 11:20 Social - Emotional	Mindful Breathing		After we watch a video, we are going to practice mindful breathing.

Due to the COVID-19 pandemic, "in person" students and staff needed to wear masks, keep physically distanced and practice hand hygiene frequently to stop the spread. Students and staff faced an unprecedented amount of adversity in navigating the tools of online learning! We all returned to in person learning on April 5, 2021 to close out the school year.



During a unique year of learning, the North worked to keep many routines the same and provide students with a safe and structured school environment. Our faculty of over 30 educators and support staff worked tirelessly to keep students smiling. There were online scavenger hunts for fun, virtual lunch bunches to stay connected, Spirit Days, and outdoor activities when it was safe (e.g. Field Day, 5th Grade Celebration, etc.). We continued to develop our school-wide PBIS structure (Positive Behavior Supports) through promoting our North Core Values, implementing our student recognition system (Wildcat Paws) and hosting

our All School Community Meetings that strengthen our school's positive culture. During one virtual All School Community Meeting in September 2021, students and staff engaged in an interactive Jamboard activity about community:



2021 brought new staff members to the North Intermediate School. Joining us as classroom teachers in grade five are Wilmington High School alumni, Deven Langenfeld and Katherine McKenna. Supporting students in Special Education were Sarah James (Inclusion) and Samantha Onessimo (Stages). Julia Masiello and Marissa Smith became part of the North Squad as an Educational Assistant and as a General Education Tutor. Jessica Ostuni assumed the role of School Counselor and started the "Service Squad" for students to help out around the school.

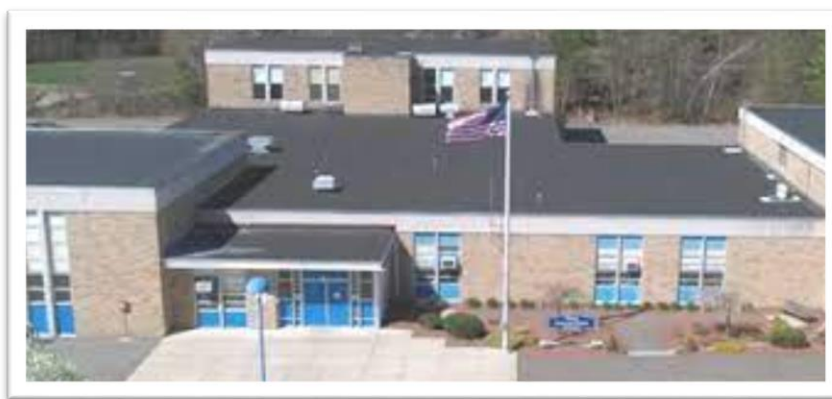
With over 25 years in the Wilmington Public Schools, Mrs. Patrice Lund retired in June of 2021. Mrs. Lund was a valued colleague, a passionate teacher of reading and writing and her students will always remember when they received a duck for a shining moment in her classroom!

The North is generously supported by the Northside PAC (Parent Advisory Council). Each year through fundraising and family events, the organization provides opportunities for field trips that extend learning beyond the classroom and enrichment activities (virtual and in person). In September, the Northside PAC created an outdoor family night on the back field at the North, called Pizza and Pals! Students and families were welcomed to gather safely with lawn games, chairs, picnic blankets and of course, pizza! Later in the fall, the PAC organized a Trunk or Treat for all of the North families! Decorated vehicles, fun costumes and lots of candy made the evening a success! The North is appreciative of the creative ideas from the PAC to stay connected during the school year. It is important that all families feel that they belong and are an important part of our North family!

Although 2021 was a unique time in history, the North community came together with teamwork and school spirit!



5th Grader, Griffin Kelley, recipient of the North Star Award 2021, is pictured in front of the North Star plaque in the school's lobby. The award is presented at the annual 5th Grade Moving Up Day Ceremony in June.



School, Student, and Staff Highlights

The West Intermediate School had an enrollment of 218 students in October of 2021. The school housed 114 fifth graders and 104 fourth graders. Students had a variety of schedules throughout 2021 on account of the pandemic. To kick off the 2020-2021 school year, in September, most of us started the year fully remote (A, B, and C Cohorts). Then, in October, many chose to participate in the Hybrid model (A & B Cohorts) where students attended school “in person” two days a week and remotely 3 days a week. Some continued “fully remote” (Cohort C). Finally, in early April, many students switched to full “in person” to finish off the year while a small number continued “fully remote.” It was the worst of times AND the best of times. The only constant was change. It was not easy, but ALL (Staff, Parents, Student, Administration) worked together in this new world for the sake of the kids to keep the learning alive



and a positive outlook through VERY challenging circumstances both in school and remotely.

In or out, we continued our academics in reading, writing, mathematics, science, social studies, music, band, strings, PE, art, and library. Teachers were quite resourceful during this year of social distancing and masking.

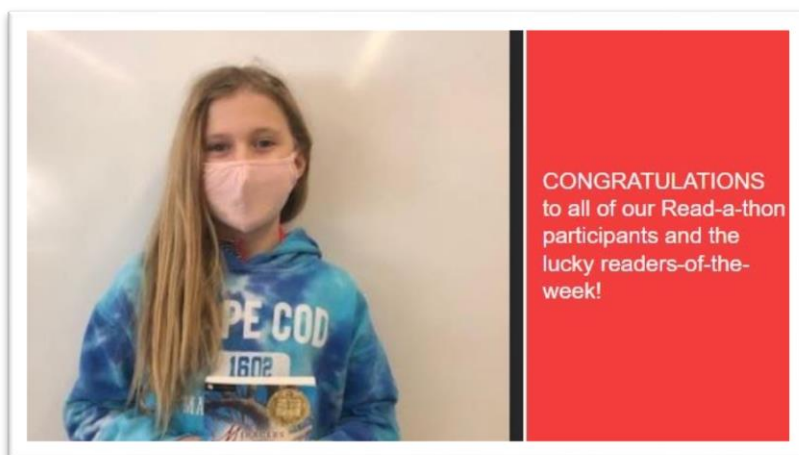
We also worked hard to keep a positive school community and climate. During this very unique school year, the West in collaboration with the Shawsheen/West PAC collaborated to keep many



maintains the same and provide students with a safe, structured, engaging, and FUN school environment be it in school or remotely.

Below are just some of the neat things we did during the school year...

- Spirit Weeks
- Family Fun Night (virtual)
- Artist Rob Surette “virtual” assembly (School-wide with Shawsheen)
- WPS 9th Annual Student Art Show (Virtual)
- Fourth Grade Field Day
- “Project Valentine”...Valentine cards made for Wilmington seniors.
- PBIS (Positive Behavioral Intervention System). Students were taught and lived the behavioral values of the West: Be Responsible; Be Respectful and Kind; Be Resilient in ALL areas of their schooling: Classroom, Hallway, Restroom, Cafeteria, Recess, Arrival/Dismissal, Bus, Remote
- Daily announcements
- Weekly lessons
- “Westerner of the Week” program. Students acknowledged and rewarded weekly for excelling in fulfilling PBIS expectations.
- RAA (Read Across America) Read-a-thon
- “Hats off to Reading” Day....Decorate a themed hat to represent your favorite book
- Teacher Appreciation Day (Shawsheen/West PAC had “Cookie Monstah Truck” come to the West.....Yummy!)
- WPS “Strings” Concert on the Common



- Gr. 3 "Step Up" Day. (Principal and grade 4 teacher visited the Shawsheen)
- Patriots Virtual Field Trip (Gr. 5)
- Field Day (Gr. 4 and Gr. 5)
- 5th Grade Celebration

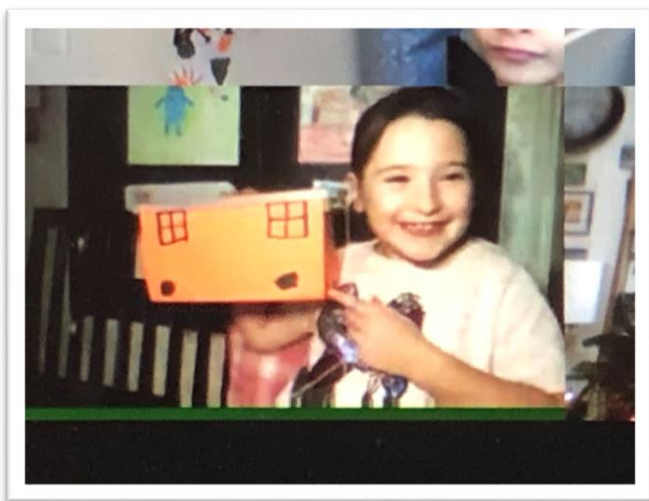


I don't think anyone will forget the 2020-2021 school year. Again, it was the worst of times, it was the best of times. It took a village to deal with challenges, and the West family (staff, parents, administration, and most importantly the kids) pulled together to make it work for the sake of the kids. West is (and remains always) the Best! Bring on 2021-2022!



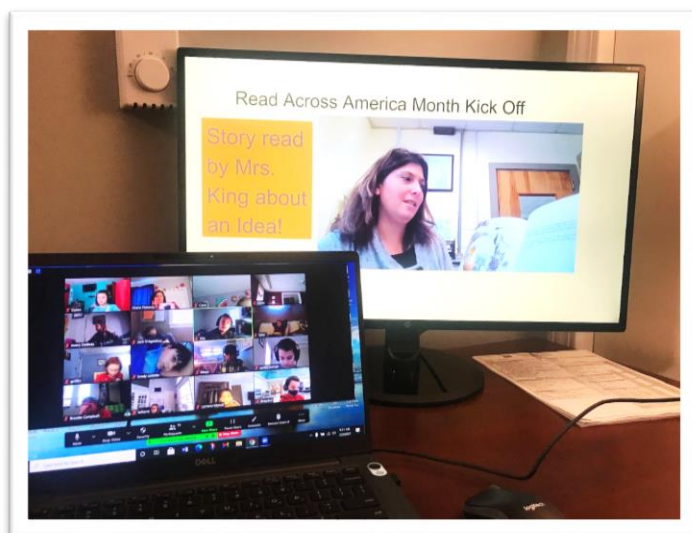
School, Student, and Staff Highlights

The Shawsheen Elementary School houses students in grades one through three. There are 18 general education classrooms and three special education classrooms. We house 3 reading specialists servicing general education students within each grade level and supporting the implementation of reader's workshop. In addition, we have a part time general tutor who supports students who need interventions in specific areas for short periods of time. We also have 3 special education teachers who service students on Individualized Education Plans and one special education aide who works within the classrooms to support student's inclusion times. Our 3 sub-separate classrooms service students with social/emotional disabilities, language based disabilities and students who require discrete trials and who are within the Autism spectrum.



In early 2021, we followed a hybrid schedule for students which consisted of in person learning days & remote learning days. Students attended school with their Cohort, Cohort A or Cohort B. Cohort C students learned remotely for the school year with a fully remote teacher & schedule.

Due to the COVID-19 pandemic, “in person” students & staff needed to follow the school protocols by wearing masks, social distancing, and washing hands to help stop the possible spread of COVID. During this time, students continued to display the 3 R’s of PBIS which included respect, responsibility & resilience. Students virtual or in-person earned paws for displaying one of the 3 R’s. They received a recognition paw to send home and their names were entered into a weekly raffle to earn a book for their classroom. In addition, all the specialists continue to give out stars and one class was picked weekly for the golden awards. For the selected class, they received an actual golden award to have in their room for the week in recognition.



Teachers and staff went above and beyond to make sure students were making the best of some of the changes and challenges that we all faced. We had virtual bingo nights, readathons online, visiting authors, enrichment programs online, grade 3 student leaders continued, and much more. We also began a Monday Morning announcement which was virtual and included highlights

for the week, birthdays, and fun facts. This was such a success that all learners (remote and in-person) could receive the same type of message and see our faces without masks on. It was also a time to share our positive experiences and good citizenship. We continued this to the end of the year even when students returned full time in April. At the beginning of the school year in 2021, we shifted as much as we could for in-person activities, meetings, etc.

Social curriculum is also taught within the classroom and is very much connected to mindfulness. In 2020 and 2021, we received the Safe & Supportive School Grant. This is a 10,000 dollar grant that allows for materials on responsive classrooms, which created a great morning meeting approach for students. It also included professional development for staff on inclusion & social equity. In addition, grade 3 students were able to receive a mindfulness workshop & all

parents in the district were able to participate in a parent night over Zoom. In addition, the staff were trained in Panorama, a tool that has lessons and strategies for all areas of SEL and self-regulation. It goes along with the survey that staff do on all students and helps the school with data collection and review to support students in a variety of ways. We are also fortunate this year to have a family engagement staff member who is able to work with families who need support outside of school as well as work with students in school.

In addition to the Safe & Supportive School Grant, we received a grant from the Wilmington Education Foundation (WEF) for a Bookworm vending machine which is incorporated into our PBIS 3 R's, community involvement & birthday books!



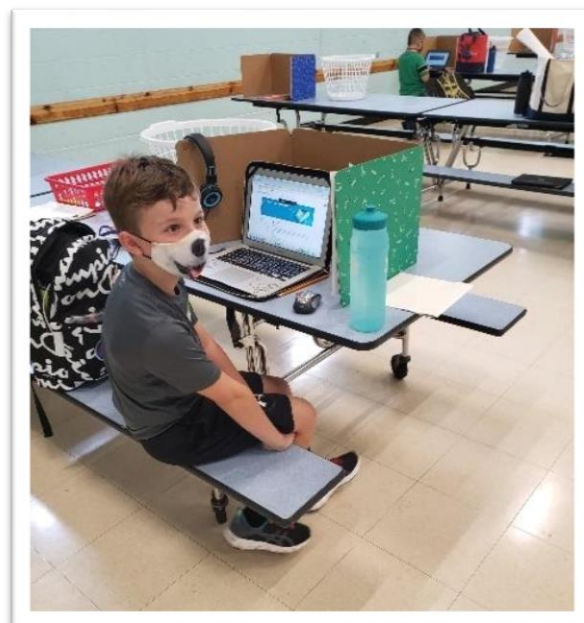


School, Student, and Staff Highlights



The Woburn Street Elementary School is comprised of grades one, two, and three. During the 2020-2021 school year, there were 365 students enrolled, with six classes of grade one in person and one fully remote, five classes of second grade in person and one fully remote, and six classes of grade three with one fully remote. Our year consisted of various instructional models with our in-person students participating in a mix of remote

and hybrid throughout the year, which ultimately shifted to full in-person school in April, 2021. Despite the adjustments to these shifts, there were many positive experiences throughout a challenging year. Students and staff definitely increased their technology skills. We worked together as a community to maintain health and safety for all by following “**Mask Up, Wash Up and Back Up**” practices! We learned the value of being flexible!



Our staffing consisted of twenty general education classroom teachers, a Language-based Special Education teacher for students with specific learning needs, and a STAGES program teacher for students with social-emotional needs. Three Special Education teachers, one for each grade level, supported students with Individualized Education Programs (IEPs) through inclusion and pull-out instruction. A full-time School Psychologist, and a full-time Speech and Language Pathologist were also a part of our Special Education team, along with a part-time Occupational Therapist and part-time Physical Therapist. Three reading specialists provided intervention and support to our general education students and one part-time (10 hours per week) general education tutor supported students with individual needs in reading or math. Six educational assistants also supported students in various capacities, some working with individual students and others supporting classrooms or programs.

Curriculum

Students were instructed and assessed in the following core subject areas: Reading, Writing, Mathematics, Science, and Social Studies. Each week, the students also had classes in the following Special Subject areas: Art, Health, Library, Music, and Physical Education. These classes were held in person or remotely on an alternating week basis during hybrid learning. This Blue week-White week schedule allowed all students to enjoy in-person time with the Specialist Teachers. Our social-emotional curriculum was taught through explicit lessons and was, as always, embedded in all we did.

Our Literacy curriculum incorporated a Readers' and Writers' Workshop model. Mini lessons on specific reading and writing strategies were taught to the class and students practiced applying the strategies during directed practice and independent work. The students build their stamina for reading independently and the teachers used that time to confer with individual students or to meet with small groups. Again, this was done both in person in the classroom and virtually in "breakout rooms". Through the workshop format, our students enjoyed reading engaging texts and writing about their preferred topics within their genre studies. They received a solid foundation of the skills that "good readers and writers use". We are very proud that 70% of our third graders scored at the "Meets or Exceeds Benchmark" level on the spring, 2021 MCAS. This is a remarkable accomplishment given that grade three is the first year students take the MCAS and the year was far from typical! The Benchmark Assessment System is used at points throughout the year at all grade levels to determine a child's reading level and measure progress.

The Foundations program was used in grades one and two to develop and strengthen phonemic awareness and phonics skills. These skills are critical to success as readers and writers.

The EnVisions Math program was used in grades one, two, and three for core instruction in Math. This program is multi-modal utilizing videos, collaborative problem solving, directed practice, and independent work to teach each concept. Students are assessed through Unit tests and benchmark tests at the beginning and end of the year. Throughout the year, students also worked on their fact fluency (knowing addition, subtraction, multiplication, and division facts automatically) and were assessed periodically for growth.

In Science, we used the Elevate Science program which incorporated many hands-on experiments and experiences and teaches students to work through the Scientific Method. Our Social Studies curriculum followed the Massachusetts frameworks and is embedded within our Literacy program.



The social and emotional well-being of our students is always at the forefront of all we do, and this was especially true during the 2020-2021 school year. Throughout the district, we followed the principles of PBIS (Positive Behavior Interventions and Supports) which provided a consistent set of expectations and common language throughout the school. We have developed four Core Values and the entire

school is reminded of these each morning when we recite our Woburn Street School Pledge.

RESPONSIBLE is how we act.

We show RESPECT, and that's a fact!

We're KIND to others every day.

BE YOUR BEST SELF. It's the Woburn Street Way!

Lessons have been developed by our PBIS team of staff members to address each of these values and how they look in various areas of the school. Students who demonstrate the core values are recognized with a WSS Paw. These are proudly displayed on the lobby bulletin board. If a child does something unexpected that does not align with our values, the staff uses that opportunity and the common language, to teach and support and apply appropriate

consequences for the behavior. We are continually working to expand our PBIS system and the support we can provide to students and their families.



At the end of the school year, we said farewell to our long-time School Psychologist, Thomas MacCrate, as he retired. The previous year, grade two teacher, Lynne Gordon; Art Teacher Carroll Conquest; Librarian Mary Ellen Danahy; and Music Teacher, Cheryl Knoetter retired. All of these educators made a lasting impact on the Woburn Street School that will not soon be forgotten. We wish them all the very best.

While the 2020-2021 school year was definitely unprecedented, the staff and students are to be commended for their perseverance and positivity. By working with other district schools and district administration, the Northside PAC (Parent-Advisory Council), our afterschool CARES program, and most especially our families, our students advanced their academics, learned various new skills, and found that we could enjoy many typical childhood activities, in a modified way.



The spring brought an opportunity for outdoor, unmasked fun, including the return of the ever-popular Field Day! Although the event was held on a much smaller scale, it was definitely enjoyed by all!





School, Student, and Staff Highlights

Reflecting on the year, the students and staff at the Boutwell Early Childhood Center came together to transform a time of adversity into a period of growth and inspiration. During the 2020-2021 school year, our staff supported students, families, and each other in countless ways. Teachers and support staff expanded their professional repertoire by engaging with new technologies and learning platforms that helped teach all our students participating in any learning model.



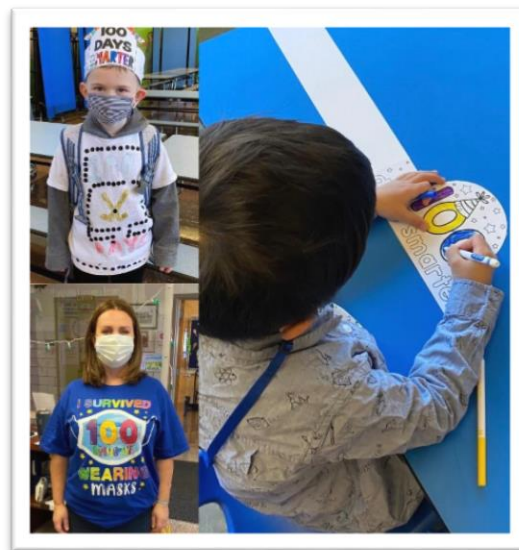
We began the year offering in-person and remote learning models to our preschool and kindergarten students five days a week, which was both challenging and rewarding. To adhere to the established safety protocols and guidelines, we were required to make adjustments to our programming and offered half-day programs. Students who chose the remote learning model engaged virtually with their classroom teacher and participated in interactive activities. Those who participated in the in-person learning model came to school for the first time filled with excitement, curiosity, laughter, and

some trepidation. The sound of little footsteps, giggles, and voices filled the hallways which brought some normalcy back to the building. Whether students participated in remote or in-person instruction, our students adjusted well to their new routines and actively participated in exciting and rewarding learning experiences using the district's established curriculum.

Teachers and support staff continued to use the Responsive Classroom approach to promote a learning environment that fosters safe, challenging,

and engaging opportunities for students to achieve social, emotional, and academic success. Daily lessons were utilized to teach students the skills and strategies to further their knowledge. The PBIS (Positive Behavior Interventions & Supports) team continued their work teaching our three core values: Be Kind, Be Safe, and Try When It Is Hard, updating lessons, identifying students in need of additional support, and implementing supports/interventions to assist all our students and families. We held monthly virtual community meetings and worked

collaboratively with different members/groups within the Wilmington community. To promote collaborative school and community partnerships, our students wrote letters to Veterans, donated to the annual WOW Festival of Trees, and created kindness cards for those in need.



As the year progressed, we transitioned back to full-day programming five days a week in April 2021. With this change, students and staff had to navigate new schedules, routines, expectations, and many more peers in their classrooms. In the blink of an eye, classroom sizes went from ten to twenty students! Again, our students and staff showed great resiliency. In June 2021 we enjoyed our annual

Field Day event which was held outdoors and included all our students! It was so fun to finally have our entire Boutwell family together!

While the 2020-2021 school year presented us with a variety of challenges, both our students and staff made meaningful connections, practiced flexibility, and helped each other find the silver lining through very challenging times. This year will always be remembered as one for the history books, but it should also be remembered as one that had everyone reflect on what is truly important... family, friends, good health, and gratitude!



School, Student, and Staff Highlights



Alan Watts, an English philosopher, once said, "The only way to make sense out of change is to plunge into it, move with it and join the dance." Plunge into it, we did!

In retrospect, the impacts of the global pandemic on the systems and routines of American schools could be felt even at the start of our 2020/2021 school year. Screenings and introductions, once so predictable in spring events for our youngest learners, were embedded into the first days of school. Rooms that stood empty in the spring of 2020 came to life accompanied by the sounds of chairs moving across a tile floor, and laughter, muffled by face masks.

Perhaps the most profound change for our kindergarten program was condensing a full day's worth of learning into half day programs. To ensure recommended social distancing, class rosters were split among morning and afternoon sessions, with students attending five days each week. The first school experience for preschoolers was delayed, recognizing the challenges that social distancing and mask wearing at this age could bring. Accommodations were made for our most vulnerable learners. Flexibility ruled our decisions and, as a result, families could also choose to participate entirely remotely. Staff assignments were considered, adjusted and morphed, accordingly. We moved with the daily changes.





With the expanded use of technology, teachers, students, and many parents, became familiar with tools such as Google Classroom and Zoom. Staff strengthened their repertoire of technology skills, constantly seeking engaging and meaningful ways to connect with students and families. Creating slides to share one's learning became as familiar as drawing pictures. Building relationships and a strong sense of community grew in importance as

teachers sought to develop friendships among children across distances, from 6 feet to miles away. Teachers and parents collaborated to ensure the social-emotional well-being of each child was the priority in each lesson, every day. Through Positive Behaviors Interventions and Supports, students strove to embody our core values: Be Kind, Be Safe and Try Hard.

Despite the extensive structural changes to the school day, our focus on student learning progress remained. In our second year after our adoption of Writer's Workshop, teachers strengthened their understanding of and practices included in this robust program. Students found their writer's voice as they shared their stories in print, through technology tools, and from their own unique perspectives.

April brought, not only warmer weather and an ability to expand our living space outside, but a return to a more traditional school day. Once again, staff were called upon to readjust, reconfigure and welcome students back to a full day, full week learning model. And, once again, our students humbled us by their own ability to adjust to the change with ease and grace. Wearing masks, in desks lined up in rows, students found friends, teachers strengthened their classroom culture, and our school, collectively, danced.

