Annual School Report 2026–27

Wells Road Intermediate School

Pauline Greer

November 18, 2026

1. NOTABLE SCHOOL SUCCESSES

STRIVE –*Success Through Relationships, Independence, Vision, and Education*

The District's STRIVE program at Wells Road provides students with opportunities to develop the skills and strategies they need to be successful. Through individualized support, encouragement, and a focus on growth, we help students build confidence, independence, and the tools necessary to thrive both academically and socially.

TEAMS – Building Connections Across Grade Levels

Our schoolwide TEAMS initiative brought students from grades 3–5 together in cross grade level teams to build relationships, strengthen teamwork, and develop a sense of belonging. Through activities, students practice communication, cooperation, and problem-solving while connecting with peers beyond their own classrooms.

HMH – Implementation in Grades 3–4

We celebrated the full implementation of HMH reading instruction in grades 3 and 4. This important step supports a consistent, research-based approach to literacy instruction. Through shared resources, collaboration, and thoughtful instructional practices, teachers are strengthening students' reading, writing, and critical-thinking skills while building a strong foundation for continued academic growth.

Wellness Center

Grant funding received last year provided us with the opportunity to bring our vision for a wellness center to life. To help guide our planning, we visited wellness centers in other districts for inspiration and ideas. Our school social workers, school psychologist and the elementary supervisor, took the lead as we selected materials and resources. Our goal was to establish a dedicated space where students could learn and practice self-regulation strategies, build independence, and develop the skills needed to successfully return to classroom learning.

The Brag Board – Celebrating Good Choices

Our Brag Board celebrated students who demonstrate kindness, responsibility, respect, or good decision-making throughout the school day. By recognizing these everyday moments, we reinforce our schoolwide expectations and remind students that their choices make a difference.

2. CONNECT — Strengthen relationships and engagement across the district.

1.1- Build a districtwide culture of belonging and connection through relationship-centered practices.

Building strategies/examples:

- TEAMS initiative brings together students from grades 3–5 to widen their circle of connections, build relationships across grade levels, and develop meaningful connections with different adults throughout the building. Students will remain with their TEAM throughout their three years at Wells Road, allowing these relationships to grow and strengthen over time. We have already held two successful TEAM meetings focused on connection and teamwork.
- DESSA surveys and Minute Meeting one-on-one student interviews provide the data to better understand students' social-emotional strengths, needs, and sense of belonging. We share the information schoolwide to identify concerns, trends and areas for growth. This baseline data helps guide targeted supports, inform schoolwide practices, and ensure that we are proactively responding to the social-emotional needs.
- This year, our teaching assistants successfully led two highly popular programs, demonstrating the value of involving staff in creating meaningful experiences beyond the school day. All available stipends were utilized, reflecting strong staff participation and a commitment to expanding opportunities for student engagement and connection.

Evidence of progress/early impact:

- Implement at least six cross-grade-level TEAMS activities annually, with two completed to date. Collect student feedback twice annually to measure the percentage of students reporting increased connections with peers and adults.

- Review DESSA and Minute Meeting data at least three times annually to identify schoolwide trends and student needs. Measure the percentage of students who identify at least one trusted adult at school, with a goal of 100%.
- Maintain 100% utilization of available extracurricular stipends and track the number of programs offered and students participating. Two teaching-assistant-led programs have been implemented to date.

1.2- Strengthen opportunities for students to build relationships through classroom curriculum and consistent advisory support.

Building strategies/examples:

- The creation of the wellness center, known as The DEN, provides a dedicated, supportive space where students develop and practice self-regulation strategies, build independence, and strengthen the skills necessary to successfully return to classroom learning. The space is monitored by our school social worker.
- Through curriculum, school psychologist and/or social worker, students are explicitly being taught Tier 1 self-regulation strategies.

Evidence of progress/early impact:

- Document 100% of DEN visits, including duration, regulation strategies used, and whether students successfully return to classroom instruction.
- Collect and analyze Calm Corner tracking sheets monthly to monitor frequency of use and the percentage of students independently selecting and applying self-regulation strategies.
- Compare beginning- and end-of-year data to measure increases in independent strategy use and successful classroom re-entry.

1.3- Expand restorative and relationship-centered practices across all buildings with consistent training and follow-up.

Building strategies/examples:

- Staff co-created “Consistency Starts with Us” during beginning-of-year professional development, establishing shared adult commitments for consistently modeling, teaching, and reinforcing schoolwide behavioral expectations.
- Created staff- and parent-facing behavior documents to ensure clear, consistent expectations and transparency across the school community.

Evidence of progress/early impact:

- Review implementation of shared adult commitments at monthly faculty meetings and document areas identified for reinforcement or additional support.
- Conduct walkthroughs once per trimester using common schoolwide expectations, with a target of 100% implementation of identified adult commitments.
- Analyze office discipline referrals monthly (including looking for patterns by location and behavior type) comparing equivalent periods with the previous school year, with a goal of reducing referrals by 10%.

3. BELIEVE — Ensure equitable, high-quality learning experiences for every student.

2.2- Develop and communicate a shared vision of high-quality teaching and learning aligned to district beliefs about learning and elements of effective instruction.

Building strategies/examples:

- Use instructional coaching and collaborative planning to strengthen consistent, high-quality instructional practices and support access for all learners.
- Engage staff in reviewing *“Our Beliefs About Learning”* to collaboratively develop observable instructional “look-fors” that define effective planning and instruction.

Evidence of progress/early impact:

- Increased dedicated collaborative planning time from 40 to 100 minutes weekly, representing a 150% increase.
- Monitor participation of general and special education teachers in collaborative planning and document instructional decisions, accommodations, and modifications resulting from data analysis.
- Develop a common set of observable instructional look-fors and use them during walkthroughs at least once per trimester to monitor implementation of shared instructional practices.

2.3- Strengthen curriculum development and revision to ensure relevance, rigor, and access for all learners and opportunities for all students to see themselves represented within the curriculum.

Building strategies/examples:

- Implement the HMH reading program consistently across grades 3–5 to strengthen standards-aligned literacy instruction and provide a cohesive instructional approach across grade levels.
- Utilize collaborative planning and instructional coaching to support implementation, analyze student performance, and adjust instruction based on identified learning needs.

Evidence of progress/early impact:

- Analyze HMH assessment results following 100% of completed instructional modules across grades 3–5 to identify student growth and areas requiring additional instruction.
- Review IAB, IXL, and Grade 3 DIBELS data at least three times annually, using each assessment's appropriate performance measures to monitor student progress toward grade-level expectations.
- Document at least one instructional adjustment or targeted intervention per grade level each month based on assessment findings during collaborative data-team meetings.
- Compare fall, winter, and spring assessment results to measure changes in the percentage of students meeting grade-level literacy benchmarks.

2.5- Ensure that educators use standards-aligned materials with multiple entry points to provide all students with equitable access to rigorous content.

Building strategies / examples:

- Collaboratively calibrate IXL expectations across grade levels to ensure consistent assessment and practice expectations.
    - Use IXL to support individualized, standards-aligned practice based on student learning needs.
    - Use IXL diagnostic and performance data to identify skill gaps, differentiate instruction, and plan targeted small-group instruction and additional practice opportunities.

Evidence of progress / early impact:

- Review IXL participation and performance reports monthly, with a goal of at least 90% of students meeting established grade-level expectations for Arena and Recommended Skills participation.
- Document at least one instructional adjustment or targeted small-group intervention per grade level each month based on IXL performance data.
- Monitor student progress in identified skill areas at least every six weeks, tracking the percentage of students demonstrating growth from their initial performance levels.

4. ACHIEVE — Promote growth, well-being, and readiness for life beyond graduation.

3.2- Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

Building strategies / examples:

- Grade-level data teams meet four of five school days, including special education teachers, to analyze student performance data, identify learning gaps, and plan targeted instructional responses.
- Conduct regular special education data review meetings with special education supervisor to monitor progress toward IEP goals and adjust instructional support when needed.
- Implement additional progress monitoring for students scoring near proficiency on the SBA to identify specific skill gaps, provide targeted instruction, and support movement toward proficiency.

Evidence of progress/early impact:

- Track grade-level data-team meetings and document instructional decisions and targeted interventions in meeting notes.
- Compare October, January, and May benchmark and common assessment results to measure the percentage of students demonstrating growth toward grade-level standards.
- Monitor students identified as near proficiency on the SBA at least every six weeks, tracking growth in targeted skill areas and the percentage moving toward or meeting proficiency expectations.

3.3- Expand access to social-emotional learning (SEL) and wellness programming to support student wellbeing and attendance.

Building strategies/examples:

- Establish consistent entrance and exit criteria for Tier 2 and Tier 3 SEL services provided by school psychologists and social workers to ensure data-informed identification, intervention, and transition from services.
- Regularly monitor student response to interventions and adjust supports based on individual progress and identified needs.

Evidence of progress/early impact:

- Track the number and percentage of students entering, continuing, and exiting Tier 2 and Tier 3 SEL services, including the percentage meeting established exit criteria.
- Compare baseline and follow-up DESSA results to measure changes in students' social-emotional competencies and evaluate intervention effectiveness.
- Review student intervention data during weekly mental health team meetings, documenting changes to supports and student progress toward identified goals.

3.7- Strengthen student voice, leadership, and participation in all aspects of the school community.

Building strategies/examples:

- Provide fifth-grade students with leadership opportunities through Student Council, including regular meetings with the principal to share student perspectives, discuss schoolwide initiatives, and contribute ideas for improving the school community.
- Expand authentic student leadership opportunities by involving Student Council members in planning, organizing, and leading schoolwide events. Students recently had active participation in the Veterans Day Assembly including introductions and leading the Pledge of Allegiance.

Evidence of progress/early impact:

- Track the number of Student Council meetings held annually, with a goal of at least one meeting per month.
- Document student-led activities and leadership roles, with a goal of Student Council members participating in the planning or leadership of at least three schoolwide events annually.
- Collect student feedback at least twice annually to evaluate whether Student Council members feel their voices are heard and that they have meaningful opportunities to influence the school community.

5. CHALLENGES / UNIQUE SCHOOL CONSIDERATIONS

- **Balancing Student Support with Instructional Time:** Meeting the increasing range of students' social-emotional and behavioral needs while maximizing time in the classroom remains a priority.
- **Maximizing the Impact of Collaborative Planning:** With grade-level data teams meeting four out of five days each week, the challenge is ensuring that collaboration consistently translates into meaningful instructional changes.
- **Space, Staffing, and Resources for Specialized Programming:** As the STRIVE student population grows and Wells Road prepares to add a RISE program in 2027–2028, ensuring adequate instructional space, specialized staffing, and resources remains a priority. Meeting increasingly complex student needs will require ongoing staff training in communication and behavior support, along with sufficient teaching assistants and Registered Behavior Technicians (RBTs) to ensure effective programming.

6. LONGER-TERM NEEDS / PLANNING CONNECTIONS

- **Progress Report Revision and Alignment:** Review and revise elementary progress reports to ensure consistent, standards-aligned reporting that clearly communicates student achievement, growth, and progress toward grade-level expectations.
- **Parking Lot Renovation:** Address parking lot infrastructure and traffic flow to improve safety, accessibility, and efficiency during student arrival, dismissal, and schoolwide events.
- **Playground Improvements:** Improve the playground by adding additional areas including a blacktop area to ensure safe, accessible, and developmentally appropriate spaces that support physical activity, recreation, and positive student interactions.

Wells Road Intermediate School

Goal 3: Achieve | Strategic Action 2

Strategic Action 3.2: Continue to develop processes and protocols that measure and support student learning, growth, and mastery of standards as measured by statewide assessments.

School / Principal	Wells Road Intermediate School/Pauline Greer
Primary Measures	Smarter Balanced Assessment, NGSS, IXL and IAB (for progress monitoring)
2025–26 Baseline	**ELA** 3rd grade *(No SBA)*- Grade 2 DIBELS: 56% at or above, 4th grade -60% at/or above, 5th grade-65% at/or above **MATH** 3rd grade *(No SBA)*- Grade 2 Acadience: 59% at or above, 4th grade- 52% at/or above 5th grade- 60% at/or above **NGSS**- *(Not cohort baseline)*: Grade 5 NGSS: 66%
2026–27 Year-End Target(s)	Increase overall ELA, Math and science proficiency at least 10 percentage points at/above from SBA 2026 to SBA 2027.

SPECIFIC STRATEGIES & TIMELINE

Specific Strategy	Lead / Team	Timeline	Evidence / Checkpoint
Use four-day-per-week data teams to review formative and/or summative data, discussing planning and pacing and create small group targeted lessons.	Instructional coaches, classroom teachers; special education teachers, and principal	Sept–June	Team notes, common assessments, adjustments to instruction based on data.
Provide targeted intervention with regular progress monitoring for students below benchmark.	Interventionists	Oct–May	Growth reviewed every 6-8 weeks with updated goals
Calibrate purposeful IXL use including using data for small group instruction.	Instructional coaches, classroom teachers;	Oct–June	IXL reports
Implement HMH literacy (reading, vocabulary. Grammar, writing, and word study)	Instructional coaches, classroom and special education teachers	Sept–May	Analyze Module (7) and Inventory Assessments (3 times a year) data.
Review small group data that target specific skills and student needs.	Classroom teachers	Every 4–6 weeks	Progress monitoring data including running records and math fluency.