

District Action Plan, 2023-2024

This document outlines the 2023-24 specific action steps and measurable outcomes under each of the strategic objectives in the Weston District Strategic Plan. 2023-24 is the third year of the district’s five-year plan.

Strategic Objective 1.1: Expand and refine repertoires of instructional practices to promote individualized learning, student agency, real-world connections, project-based learning, service learning, outdoor learning, physical activity, arts integration, and technology integration			
Action Steps (add timeframe/ person responsible columns)	People/Teams Responsible	Timeline	Measurable Outcomes
Conduct a review of literacy curriculum and instruction for grades K-5 to assess the progress that we have made, with special attention to tiered intervention and specialized instruction, to determine next steps.	Superintendent, Asst. Superintendent for Teaching & Learning, Elementary Principals, Elementary Literacy Curriculum Specialist, Elementary Educators, in collaboration with an outside service provider (Athena)	Literacy review in Fall 2023 Presentation of findings in Winter 2023/2024 Determination of next steps in Winter/Spring 2024	A subsequent action plan with timelines that follow the recommendations of the literacy review By June 2026, at least 5% more high-needs students will improve literacy scores in STAR and MCAS to the meets expectations category
Provide professional development and coaching for elementary classroom teachers, interventionists, special educators, and English learner educators on curricular and instructional changes that better align with Science of Reading best practices.	Asst. Superintendent for Teaching and Learning, Director of Student Services, Elementary Principals, Elementary Literacy Curriculum Specialist, Elementary Instructional Coaches	Professional learning opportunities ongoing throughout the 2023-2024 school year Provision of sustained professional learning opportunities and coaching support over the school year to broaden instructional repertoires of educators who work with students who have significant reading challenges.	By June 2024, evaluation observation data will show that 100% of elementary classroom teachers are implementing the science of reading best practices that they were trained on By June 2026, at least 5% more high-needs students will improve literacy scores in STAR and MCAS to the meets expectations category

<p>Form a task force of administrators, teachers, and community members to examine Engineering curriculum, instruction, and programming K-12. Make recommendations for long-range planning.</p>	<p>Asst. Superintendent for Teaching & Learning, selected Principals, Science Department Head, Science & Social Studies Curriculum Specialists, selected educators</p>	<p>Committee formed in November, 2023. Recommendations complete and presented in Winter/Spring, 2024.</p>	<p>A subsequent action plan with timelines that follows the recommendations of the Engineering task force</p>
<p>Expand usage of the Country and Woodland maker spaces and the Field School Innovation Center. Construct the new Middle/High School Robotics and Engineering Lab and use the facility to enhance robotics and engineering opportunities for students both during and after school.</p>	<p>Asst. Superintendent for Teaching & Learning, Director of Libraries and Technology, K-8 Principals, Science Department Head, Science & Social Studies Curriculum Specialist, Technology Integration Specialists</p>	<p>Robotics and Engineering lab at the middle school completed by September, 2023 Development of after-school activities using maker spaces in 2023-2024 Plans for expanding engineering opportunities for middle school students in place by June, 2024</p>	<p>A subsequent action plan with timelines that follows the recommendations of the Engineering task force. During the 2023-2024 school year 100% elementary students will access their schools maker space evident in scheduling. During the 2023-2024 school year 75% of Middle School students will access their schools maker space, evident in scheduling.</p>

<p>Strategic Objective 1.3: Articulate and integrate content, practice, and SEL standards into all units and lessons</p>			
<p>Action Steps</p>	<p>People/Teams Responsible</p>	<p>Timeline</p>	<p>Measurable Outcomes</p>
<p>Continue to update the scope and sequence of curriculum in all departments at all grade levels. Articulate essential understandings, standards, and practices for each unit. Publish updated curriculum maps on the</p>	<p>Asst. Superintendent for Teaching & Learning, Department Heads, Directors, Curriculum Specialists</p>	<p>Elementary curriculum documents in literacy, math, science, social studies, and technology integration updated and published on the website in Fall 2023 Secondary core curriculum</p>	<p>During the 2023-2025 school years 100% of content-specific educators will demonstrate proficiency evident in classroom observations that teacher teams are following the scope and sequence together.</p>

district website.		documents updated and published in Spring 2024. Elective course documents updated and published by June, 2024.	
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Strategic Objective 1.4: Refine, differentiate, personalize, and enhance curriculum under Universal Design principles to best serve the needs of all learners. Ensure that curriculum is enacted consistently and equitably across grade levels.

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Introduce educators and administrators on best Universal Design for Learning (UDL) practices and how they fit with other equitable teaching practices from Responsive Classroom, Culturally Responsive Teaching, and Sheltered English Immersion	Asst. Superintendent for Teaching & Learning, Principals, Department Heads and Directors, Curriculum Specialists, and Instructional Coaches	Initial UDL professional learning throughout the Winter/Spring 2024, to continue into the following year This initiative requires multi-year planning	During the 2023-2024 school year 100% of educators will have been introduced to UDL through professional development. Attendance at training data
Continue the <i>Illustrative Mathematics</i> curriculum rollout for grades K-1 (third year), grades 2-4 (second year), and grade 5 (first year). Explore how <i>Illustrative Mathematics</i> curriculum could enhance the current mathematics curriculum at Weston Middle School.	Asst. Superintendent for Teaching & Learning, Principals, Math Curriculum Specialist, Math Department Head, Instructional Coaches	All teachers in grade K-5 implementing <i>Illustrative Mathematics</i> as the primary math curriculum in 2023-2024. Piloting of <i>Illustrative Mathematics</i> lessons/units in grades 6-8. Continued analysis of STAR and MCAS Math Data to measure impact of <i>Illustrative Mathematics</i> .	Full implementation of <i>Illustrative Math</i> K-5 in 2023-2024 evident in teacher evaluations Classroom observations show <i>Illustrative Mathematics</i> being taught with fidelity using a workshop model as evident in teacher evaluations in 2023-2024. By June 2026, at least 5% more high-needs students will improve math scores in STAR and MCAS to the meets expectations category

Strategic Objective 1.5: Enhance district and school support for teachers to improve their own instructional practice, including professional learning, coaching, and supervision and evaluation

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Finalize changes to Weston’s educator evaluation system so that it reflects DESE priorities, promotes educator goal setting and completion, fosters a growth mindset, and provides teacher agency over their professional learning. Pilot these changes in 2023-2024.	Superintendent, Asst. Superintendent for Teaching & Learning, Supervision & Evaluation Team, all Supervisors	<p>Create new evaluation documents and provide professional development for both educators and supervisors about the changes in the evaluation system in Summer and Fall 2023.</p> <p>Pilot the changes in 2023-2024. Form a committee of teachers, administrators, and School Committee members to evaluate the impact of these changes and provide context for School Committee/WEA negotiations on Supervision and Evaluation.</p>	<p>Implementation of the piloted educator evaluation with fidelity</p> <p>Positive educator feedback evident in survey data on the effectiveness of the changes to the supervision and evaluation system</p> <p>Proposal to the School Committee and WEA in April, 2024.</p>

Strategic Objective 1.6: Develop consistent systems and processes for data inquiry and analysis in order to take action for student achievement/growth and instructional improvement.

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
<p>Refine MTSS systems and structures across all schools (academic, social-emotional-behavior) through academic and behavioral health cabinets</p> <p>Develop a 3-year plan to enhance and integrate academic, social-emotional, and behavioral supports across the district by</p>	Superintendent, Asst. Superintendent for Teaching & Learning, Principals, Director of Student Services, Department Heads, Directors, Curriculum Specialists, Instructional Coaches	High School: Implement new IST structures and processes developed last spring for Fall 2023. Form a task force of teachers and administrators that will explore best practices for systematically providing Tier 2 and 3 supports at the High School level,	High School IST data: discussions about struggling students; effective student success plans, effective progress monitoring. More students experiencing success after the IST process; fewer students referred for Special Education evaluation.

December 2024.		<p>with recommendations by Spring 2024.</p> <p>Middle School: Throughout 2023-2024, incorporate STAR assessment data in weekly student support meetings. Improve flex blocks so that more students have choice about where to receive academic supports or extensions.</p> <p>Elementary Schools: In Fall, 2023, use LinkIt to form student data dashboards for data team meetings. Throughout 2023-2024, broaden supports and extensions during elementary flex blocks.</p>	<p>High School description of systematic Tier 2 and 3 academic, social-emotional-behavior supports, complete with resource needs (time, staffing, and funding) by June, 2024</p> <p>Increased use of STAR assessment data in Middle School student support meetings.</p> <p>More choices for students during middle school flex block based on student outcome data. A broadening of supports and extensions during flex block.</p> <p>Use of LinkIt in elementary data team meetings.</p> <p>More choices and a broadening of supports and extensions during elementary flex block</p>
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<i>Strategic Objective 2.1: Promote a culture of connection and belonging in each classroom and school through the arts, advisories, affinity groups, teams, learning partnerships, and other inclusionary practices.</i>			
Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Form a taskforce of teachers and administrators that will reimagine High School Advisory to enhance connections with faculty and peers, support students' social-emotional learning needs, and prepare students for college and career.	Asst. Superintendent for Teaching & Learning, HS Principal, DEI Coordinator, HS Leadership Team	Taskforce created in Fall, 2023 Recommendations in Spring, 2024	VOCAL and MetroWest data in 2024-2025 demonstrates a 10% increase in belonging and connectedness to a trusted adult.

Strategic Objective 2.3: Identify, address, and narrow opportunity, resource, and other educational gaps that may exist for struggling and systemically disadvantaged students.

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Complete the equity audit, including the root cause analysis and strategic action steps. Present the findings to the School Committee and the broader community. Begin implementation of the action steps outlined in the equity audit.	Superintendent, Asst. Superintendent for Teaching & Learning, DEI Coordinator, Admin. Council	Equity audit completed and presented in Winter 2024. Action step implementation begins during the 2024-2025 school year.	Completed equity audit with recommendations by Spring 2024 Action steps development by June, 2024.

Strategic Objective 3.1: Promote the ethos of caring for oneself, others, and community across the district. Encourage and empower students to advocate for themselves and their peers.

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Adopt a mental health literacy curriculum for all students in grades 6-12.	Superintendent, Asst. Superintendent for Teaching & Learning, Director of Wellness, Health Teachers	Determine mental health literacy curriculum by Winter 2024 for School Committee approval Implement mental health literacy curriculum by Spring 2024	Mental health literacy curriculum in place for 2024-2025 Increased student awareness of mental health evident in Spring 2025 benchmark assessments

Strategic Objective 3.2: Develop and improve communications systems and protocols that serve to strengthen and deepen home/school communication in a culturally proficient manner

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Develop a team to explore the possibility of providing two conferences per year for all	Asst. Superintendent for Teaching & Learning, Principals,	Winter/Spring, 2024	Improved parent-teacher conference

elementary students and families and one conference per year for all secondary students and families. Also, evaluate different conferencing models, including student-led conferencing, at all grade levels.	Admin. Council		schedule in 2024-2025
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Strategic Objective 3.3: Explore and adopt technology tools that can enhance communication			
Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Develop a three-year technology plan for the Weston Public Schools	Superintendent, Director of Technology & Libraries	Technology plan completed by June, 2024	Technology Plan

Strategic Objective 3.4: Provide more opportunities for student voice and participation in classroom, school, and community settings; empower students to take appropriate actions to improve local, national, and global communities			
Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Update the process of allocating funding for clubs to be more flexible so that students have more opportunity to create clubs, generate interest, and find appropriate club advisory support.	School Committee, WEA President and membership, Asst. Superintendent for Teaching & Learning, Asst. Superintendent for Finance & Operations	Continue negotiations between the School Committee and the WEA to create a better system of clubs and advisor stipends in all schools, to be completed in Winter 2024.	An updated system of club determination and stipend allocation, to be implemented in 2024-2025

Other Initiatives: Plan for sustaining and enhancing systems and structures in a fiscally responsible manner			
Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes

<p>Develop a more open and transparent priority-based budget process so that resources are more effectively allocated for instruction and services to students.</p>	<p>Superintendent, Asst. Superintendent for Finance & Operations, all leaders and administrators who manage financial accounts</p>	<p>Introduce templates and process for FY25</p>	<p>Fiscally and ethically responsible Budget that supports educational excellence in a safe, supportive environment.</p> <p>Adjustment and reallocation of budget line items</p> <p>Feedback from all people involved in the budget process: School Committee, Central Office Administrators, School Administrators, Department Heads/Directors, and the Finance Committee</p>
<p>Examine the MS and HS physical plant and infrastructure to determine future needs.</p>	<p>Superintendent, Asst. Superintendent for Finance & Operations, HS & MS Principals</p>	<p>PBC meetings ongoing 2023-2024 SOI to MSBA January 2024</p>	<p>Feasibility report with recommendations by August 2024</p>
<p>Develop a HS/MS schedule that enhances students opportunities to learn</p>	<p>Superintendent, Asst. Superintendent for Teaching & Learning, MS/HS Scheduling Team</p>	<p>Formulate a scheduling committee in January 2024</p>	<p>By June of 2024 a plan of how to adopt a new schedule will be developed.</p> <p>Implementation of a new schedule by September 2026</p>