

# Field School Improvement Plan, 2023-2024

<b>Strategic Objective 1.1: <i>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</i></b>			
<b>Action Steps ( add timeframe/ person responsible columns )</b>	<b>People/Teams Responsible</b>	<b>Timeline</b>	<b>Measurable Outcomes</b>
Review the findings of the Literacy Review and develop an Action Plan to address school-based findings.	Elementary Principals, Elementary Literacy Curriculum Specialist, Elementary Educators	Literacy review in Fall 2023  Presentation of findings in Winter 2023/2024  Determination of next steps in Spring 2024	A subsequent action plan aligned with the district plan with timelines that consider 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
Continue to support PD for elementary educators in phonological awareness, phonics, decoding, comprehension, fluency, and vocabulary to ensure fidelity of the instruction for all students.	Elementary Principals, Elementary Literacy Curriculum Specialist, Elementary Instructional Coaches	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 best practice in literacy instruction listed in the action step.
Provide input from K-5 schools to district efforts to examine Digital Literacy and Engineering curriculum, instruction, and programming K-5. Make recommendations for long-range planning.	Principals, Science & Social Studies Curriculum Specialists, Technology Integration Specialist	Recommendations complete and presented in Spring, 2024.	A subsequent action plan with timelines that follows the recommendations of the Engineering task force

Expand usage of the Field School Innovation Center.	Principal, Science & Social Studies Curriculum Specialist, Technology Integration Specialists	<p>All students will use tools (3D printers, laser cutters, and Coding Equipment) in the Field Innovation Center as part of hands-on, standards-based projects, and creative tinkering.</p> <p>Coding, innovation, and art clubs will be offered to multiple cohorts of students in the Field Innovation Center during the 2023-2024 school year</p> <p>The Field Innovation Center will be used as a location for SEL and other small groups during the school day.</p>	<p>During the 2023-2024 school year 100% elementary students will access the Field Innovation Center</p> <p>Field School will offer after school and before school clubs to 8-10 cohorts of students in the Field School Innovation Center.</p> <p>The Field School SSA will meet with small groups of students each week as part of our efforts to support student friendships and social emotional growth.</p>
Increase student exposure to project-based learning opportunities at Field School	Principal, Science & Social Studies Curriculum Specialist, Technology Integration Specialists	Students will begin and end the year with all school project learning opportunities (design challenge in the fall of 2024 and Junior J-Term in June of 2024).	<p>100 percent of Field School students participated in the Field School Design Challenge in the Fall of 2023.</p> <p>100 percent of Field School students will participate in 2-3 Junior J Term projects in June of 2024</p>

**Strategic Objective 1.3: Articulate and integrate content, practice, and SEL standards into all units and lessons**

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Continue to update the scope and sequence of curriculum in Math, Literacy, Science, and Social Studies. Articulate essential understandings, standards, and practices for each unit.	Principals, Curriculum Specialists	Elementary curriculum documents in literacy, math, science, social studies, and technology integration updated and published on the website in Fall 2023	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.

**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
Continue the <i>Illustrative Mathematics</i> curriculum rollout for grades 4 and 5.	Asst. Superintendent for Teaching & Learning, Principals, Math Curriculum Specialist, Math Department Head, Instructional Coaches	All teachers in grade 4-5 implementing <i>Illustrative Mathematics</i> as the primary math curriculum in 2024.  Continued analysis of STAR and MCAS Math Data to measure impact of <i>Illustrative Mathematics</i> .	Full implementation of <i>Illustrative Math</i> 4-5 in 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 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
Implement 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	Pilot the changes in 2023-2024.	Implementation of the piloted educator evaluation with fidelity  Positive educator feedback evident in survey data on the effectiveness of the changes to the supervision and evaluation system

**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
Refine MTSS systems and structures (academic, social-emotional-behavior).	Principals, Curriculum Specialists, Instructional Coaches	Ongoing	Use of LinkIt in elementary data team meetings.  More choices and a broadening of supports and extensions during elementary flex block

***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.***

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Continue Culturally Responsive Learning Professional Development (Year 4 of 4).	Elementary Principals, DEI Coordinator, Asst. Superintendent for Teaching & Learning	100% of teachers incorporate at least one of these strategies in either their professional practice or student learning goals, Fall 2023.	Culturally responsive teaching practices are regularly noted in classroom observations through formal and informal visits.

***Strategic Objective 3.5: Establish and enhance inclusive, community-building school and district events for students, staff, and families***

Action Steps	People/Teams Responsible	Timeline	Measurable Outcomes
Develop partnerships across schools and within the Weston community.	Principal, High School Administration, Regis College Education Department, and Cambridge School of Weston Staff	These partnerships will be developed between December and June of 2024.	<p>A partnership will be developed with Regis College that involves undergraduate education majors and potential opportunities for Field School teachers.</p> <p>A partnership will be created with the Cambridge School of Weston that involves CSW high school students supporting Field School students.</p> <p>A partnership will be created with Weston High School that connects high school students with Field students in the area of technology safety.</p>