



WESTON
MASSACHUSETTS
PUBLIC SCHOOLS

District Strategic Plan Progress Report

May 18, 2020

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The 2018-2021 District Improvement Plan

Mission

To educate, equip, and inspire all students to achieve their full potential and enrich their communities.

Vision

Weston Public Schools and the wider community are committed to excellence in learning for all students.

Students will imagine, reflect, and innovate within a safe learning environment that develops their academic, social, and emotional growth and well-being.

We will build the critical thinking and collaboration skills necessary to participate positively in a complex and constantly changing, culturally diverse world.

The 2018-2021 District Improvement Plan

Core Values

The Weston Public School District is committed to:

- ▶ The individualized development of each student's academic potential
- ▶ The development of the whole child, including extra-curricular pursuits, emotional intelligence, and resilience
- ▶ The development of strong citizens who can engage with others in a mutually respectful manner

The 2018-2021 District Improvement Plan

Theory of Action

If we:

- ▶ **Strengthen educational practices to promote intellectual stretch and engaged learning;**
- ▶ **Foster students' well being to develop their resiliency and curiosity; and**
- ▶ **Champion a school community committed to cultural competency, trust, and mutual respect**

Then we will provide excellence in learning for every student, supporting academic, social, and emotional growth and preparing students to participate positively as citizens of the world.

Strengthen Educational Practices

Strategic Initiatives

- ▶ Expand student-centered, experiential, authentic learning opportunities for students that require real world application, intellectual curiosity, collaboration, perseverance, and critical thinking.
- ▶ Provide professional learning opportunities to improve instructional practices in addressing student interest, engagement, and learning styles.
- ▶ Create a district continuum of curricula and assessments that are vertically and horizontally aligned to standards.
- ▶ Close the achievement and opportunity gaps at all grade levels and in all subjects.

Strengthen Educational Practices -- Literacy

<i>Progress Made So Far</i>	<i>Next Steps</i>
<p>Elementary Literacy:</p> <ul style="list-style-type: none"> ● Calkins Writing Units of Study (2nd year of full implementation) ● Calkins Reading Units of Study (1st year in K and 1 classes; early adopters) ● Foundations Phonics Curriculum (2nd year of implementation) 	<p>Elementary Literacy:</p> <ul style="list-style-type: none"> ● Continue to refine Writing Units of Study K-5, focusing on teaching with fidelity. Begin integration science and social studies content into the Writing Units of Study. ● Introduce Calkins Reading Units of Study to Grades 2-3 in 2020-21 and to Grades 4-5 in 2021-22. ● Integrate Foundations Phonics Curriculum into Calkins Reading and Writing Units of Study
<p>Secondary English:</p> <ul style="list-style-type: none"> ● Developed common assessments for all 6-12 English classes 	<p>Secondary English:</p> <ul style="list-style-type: none"> ● Focus on English practices, including reading literary and informational texts, higher-order reasoning, language use, and writing
<p>World Languages:</p> <ul style="list-style-type: none"> ● Developed a system of assessments that can measure student growth in World Languages ● Implemented Seal of Biliteracy Program 	<p>World Languages:</p> <ul style="list-style-type: none"> ● Continued emphasis on proficiency-oriented instruction, focusing developing students' listening and speaking skills, using language to communicate in real world settings

Strengthen Educational Practices -- STEAM

<i>Progress Made So Far</i>	<i>Next Steps</i>
<p>Mathematics:</p> <ul style="list-style-type: none">● Internal program review completed in spring 2019. External review presented in May, 2020● Math workshop instructional model in Grades K-5● A focus on low-floor/high-ceiling math problems and projects	<p>Mathematics:</p> <ul style="list-style-type: none">● Follow recommendations of the External Program Review● A focus on math practices, including making sense of problems, abstract reasoning, using mathematical models, and looking for structures and patterns
<p>Science:</p> <ul style="list-style-type: none">● Home-grown inquiry-based science curriculum developed for Grades K-5● Science curriculum adoption for grades 6-8	<p>Science:</p> <ul style="list-style-type: none">● Renewed focus on science practices, including defining problems, using models, planning investigations, analyzing data, and constructing explanations
<p>Project-Based Learning:</p> <ul style="list-style-type: none">● J-Term and June Academy courses● Emphasis on place-based learning in secondary social studies classes	<p>Project-Based Learning:</p> <ul style="list-style-type: none">● Enhancement of project-based learning activities, following principles of project-based learning: challenging problems or questions, sustained inquiry, authenticity, student voice and choice, reflection, revision, public product● Learning from art, music, engineering and other teachers whose primary form of instruction is project-based learning

Strengthen Educational Practices -- Student and Teacher Support

<i>Progress Made So Far</i>	<i>Next Steps</i>
<p>Data Teams:</p> <ul style="list-style-type: none"> ● K-3 Data Teams and Learning Walks established to discuss student progress and focus on teacher practice ● HS Data team working to identify specific teaching practices that work best with all learners 	<p>Data Teams:</p> <ul style="list-style-type: none"> ● Continue to establish and expand data teams in schools and departments ● Focus on the later stages of the DataWise cycle, where teachers work together to change their practices based on data
<p>Student Intervention/Support:</p> <ul style="list-style-type: none"> ● District and school administrator training on Multi-Tiered Systems of Support (MTSS) ● K-5 Classroom Support Teams ● K-3 Intervention Committee working to enhance Tier I and II academic, social-emotional, and behavioral support systems 	<p>Student Intervention/Support:</p> <ul style="list-style-type: none"> ● Continue K-3 Intervention Committee work ● Form teams to discuss enhancing MTSS at Field, Middle and High Schools ● Form a team to develop a MS/HS schedule that helps educators better support all learners
<p>Teacher Instructional Support:</p> <ul style="list-style-type: none"> ● K-8 instructional coaches foundational in helping educators improve their practice 	<p>Teacher Instructional Support:</p> <ul style="list-style-type: none"> ● Encourage more educators to work with coaches in more formal coaching cycles ● Develop a district-wide “playbook” of teaching practices supported by coaches

Strengthen Educational Practices

Further Action Steps To Prepare for Possible Remote Learning, Mixed-Platform, and/or In-School Safety Measures in 2020-2021

- ▶ Conduct a comprehensive survey of *School from Home* for students, parents, and educators. Use this data to develop a more robust, authentic remote learning platform.
- ▶ Provide professional development for teachers focusing on instructional practices that are both successful in the classroom and on a synchronous remote learning environment
- ▶ Realign curricular scopes and sequences to account for learning lost in Spring, 2020
- ▶ Continue to develop a multi-tiered system of academic and social-emotional support for all students

Foster Students' Well-Being

Strategic Initiatives

- ▶ **Assess and modify existing school-based continuum of practices to support emotional intelligence and resilience**
- ▶ **Create a district-wide continuum of practices to support emotional intelligence and resilience**
- ▶ **Offer professional learning for faculty, staff and families aligned to the continuum**

Foster Students' Well-Being

<i>Progress Made So Far</i>	<i>Next Steps</i>
<p>Responsive Classroom (K-8):</p> <ul style="list-style-type: none">● Four days of Responsive Classroom training for all K-8 educators● Middle School Advisory Program● Elementary Classroom Support Teams● Common Responsive Classroom practices established in the areas of communicating and modeling high expectations, promoting productive discourse and engagement, differentiating learning to promote growth and equity, and working as effective team members● Responsive Home workshops for parents/guardians	<p>Responsive Classroom (K-8):</p> <ul style="list-style-type: none">● Continue to coach and support educators as they enhance and broaden their Responsive Classroom practices● Continue to improve Middle School Advisory● Continue to develop Classroom Support Teams and integrate social-emotional support with academic support in the elementary schools● Provide more advanced training for educators● Provide more education for parents and guardians
<p>Challenge Success / Teaching for Inclusivity and Equity (9-12):</p> <ul style="list-style-type: none">● Later Middle and High School start times● K-12 homework guidelines● MS/HS student well-being data collected, triangulated, and analyzed	<p>Challenge Success / Teaching for Inclusivity and Equity (9-12):</p> <ul style="list-style-type: none">● Establish common Teaching for Inclusion and Equity instructional practices throughout the High School● Coach and support High School educators as they enhance and broaden their Teaching for Inclusion and Equity practices● Provide educational opportunities for parents and guardians

Foster Students' Well-Being

Further Action Steps To Prepare for Possible Remote Learning, Mixed-Platform, and/or In-School Safety Measures in 2020-2021

- ▶ **Maintain care, connection, and flexibility as guiding principles for remote and in-school learning**
- ▶ **When schools reopen, provide some choice for families to send their children to school or to continue on a remote learning platform**
- ▶ **When schools reopen, provide and follow safety guidelines that serve to support care, connection, and learning for all students**

Champion the School Community: Cultural Competency, Trust, Respect

Strategic Initiatives

- ▶ Embed anti-bias practices within the curricula, PK-12
- ▶ Further enhance school safety processes and protocols
- ▶ Establish partnerships to promote development of a welcoming community
- ▶ Recruit and retain diverse faculty, reflective of the school community
- ▶ Enhance communication for all stakeholders

Champion the School Community: Cultural Competency, Trust, Respect

<i>Progress Made So Far</i>	<i>Next Steps</i>
<p>Anti-Bias Practices:</p> <ul style="list-style-type: none"> • Anti-bias curriculum review process established • District and school leaders just beginning comprehensive Culturally Responsive Teaching training 	<p>Anti-Bias Practices:</p> <ul style="list-style-type: none"> • Ensure that all educators take the IDEAS 1 Anti-Racist Practices to Support the Success of All Students course or equivalent • Plan and begin implementing Culturally Responsive Teaching professional development for all educators
<p>Safety:</p> <ul style="list-style-type: none"> • Safety team established with Weston police and fire departments to discuss safety issues, plan building, technology and communication upgrades, and lead training for all staff 	<p>Safety:</p> <ul style="list-style-type: none"> • Continue to enhance the physical plant, technology, and communication systems on behalf of student safety • Continue to regularly train all staff on important, relevant safety topics
<p>Diverse Faculty:</p> <ul style="list-style-type: none"> • Established hiring procedures that promote the recruitment of educators of color and from other underrepresented groups 	<p>Diverse Faculty:</p> <ul style="list-style-type: none"> • Step up efforts to actively recruit potential educators of color and from other underrepresented groups

Champion the School Community: Cultural Competency, Trust, Respect

<i>Progress Made So Far</i>	<i>Next Steps</i>
<p>Community Partnerships:</p> <ul style="list-style-type: none">• Strong partnerships: Town of Weston, Weston PTO, Boston/Weston PTO, WEEFC, Weston SEPAC, Weston Boosters, Weston Media Center, Land's Sake• Extremely strong Weston and Boston PTOs, each with subcommittees that do so much important work for the Weston Public Schools	<p>Community Partnerships:</p> <ul style="list-style-type: none">• Expand and deepen community partnerships: three additional partnerships by spring 2021
<p>Communication:</p> <ul style="list-style-type: none">• Case House Gazette• Improvement of the Weston Public Schools Website	<p>Communication:</p> <ul style="list-style-type: none">• Continue to improve mass communication systems both for information and for emergency• Emphasize two-way dialogue between educators and parents, particularly when working to discuss an issue or solve a problem

Champion the School Community: Cultural Competency, Trust, Respect

Further Action Steps To Prepare for Possible Remote Learning, Mixed-Platform, and/or In-School Safety Measures in 2020-2021

- ▶ Whether in a remote or classroom environment, continue to recognize issues of difference as assets for teaching and learning:
 - ▶ Take into account students' various capacities to access curriculum and instruction
 - ▶ Integrate culturally-relevant materials
 - ▶ Address microaggressions, teasing, and bullying in both virtual and classroom spaces
- ▶ Align and enhance safety plans to account for and be responsive to the COVID-19 pandemic
- ▶ Continue to extensively communicate and partner with families as remote learning continues and when students return to school

Questions for the Community

- ▶ What areas of the District Strategic Plan resonate most with you? Where do you encounter dissonance?
- ▶ How can we most successfully work on closing achievement and opportunity gaps within the framework of our District Strategic Plan?
- ▶ How do we adjust the District Improvement Plan to respond to the challenges of remote learning and an eventual return to school during the pandemic?
- ▶ What other ideas or initiatives would be worth exploring as we begin preparing for the next District Strategic Plan (2021-2024)?