

District Action Plan, 2021-2022

This document outlines the 2021-22 specific action steps and measurable outcomes under each of the strategic objectives in the Weston District Strategic Plan. As the year goes on, updates for each action step will be entered into the Status column.

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	Measurable Outcomes	Status
<p>Map out and schedule elementary curriculum scope and sequence to provide interdisciplinary curricula. Support grade level teams to identify curriculum areas where students can apply their literacy, numeracy and social emotional learning skills</p> <p><i>(Asst. Superintendent for Teaching and Learning, Director of District Advancement, Elementary Principals, Curriculum Specialists, Grade Level Leaders)</i></p>	<p>Curriculum maps literacy, mathematics, science, social studies, SEL in place for classroom teachers developed and integrated throughout the 2021-22 school year, at least one month ahead of time.</p>	
<p>Refresh middle school teachers and introduce high school teachers on the principles of project-based learning (PBL): challenging problem/question; sustained inquiry; authenticity; student voice and choice; reflection; critique and revision, public product</p> <p><i>(Asst. Superintendent for Teaching and Learning, Director of District Advancement, Middle and High School Principals/Asst. Principals, Directors and Department Heads, J-Term and June Academy Coordinators, Secondary Teachers)</i></p>	<p>Teacher training and preparation completed in winter/spring 2022.</p> <p>June Academy and J-Term program implemented in June 2022. All courses meet at least four PBL principles.</p>	
<p>Leverage student and educator learning of new and existing technology tools during remote learning, update district technology tools and technology education for students in grades K-12</p> <p><i>(Asst. Superintendent for Teaching and Learning, Director of Technology and Libraries, Technology Support Specialists, Library Media Specialists)</i></p>	<p>Decisions about which new technology tools will receive continued district support are made by September, 2021</p> <p>Technology education scope and sequence updated for grades K-12 by June 2022</p>	
<p>Form a HS/MS scheduling committee to examine current schedules and how they impact curriculum and instruction and how they meet the needs of all students. Explore alternative high school and middle school schedules that promote innovation, connection, flexibility, and efficiency.</p> <p><i>(HS/MS Scheduling Committee)</i></p>	<p>Committee formed by October 2021</p> <p>Exploration process complete by May 2022</p>	

Strategic Objective 1.2: Train educators and implement Social and Emotional Learning (SEL) and culturally responsive teaching practices to develop independent learners, form strong learning partnerships, support students' information processing, and create inclusive classroom cultures

Action Steps	Measurable Outcomes	Status
<p>Continue to provide <i>Teaching for Equity and Inclusivity</i> summer and school-year workshops for high school educators</p> <p>(Director of District Advancement)</p>	<p>All High School educators have completed the <i>Teaching for Equity and Inclusivity</i> workshop by August 2022.</p>	
<p>Provide an Advanced Responsive Classroom summer workshop for elementary educators</p> <p>(Director of District Advancement)</p>	<p>Workshop in August 2021</p>	
<p>Plan and provide at least eight Culturally Responsive Pedagogy (CRP) training sessions in each school focusing on developing independent learners through building learning partnerships, supporting students' information processing, and creating inclusive classroom cultures</p> <p>(Asst. Superintendent, Teaching & Learning, Director of District Advancement, METCO Director, Wellness Director)</p>	<p>Summer workshop integrating CRP and UDL in July 2021</p> <p>Monthly leadership training sessions focusing on learning partnerships in 2021-22</p> <p>School-based CRP sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRP training sessions</p>	
<p>Incorporate CRP, Responsive Classroom, and Teaching for Equity and Inclusivity strategies into goal setting and coaching. Provide support for teachers practicing these strategies.</p> <p>(Coaches, Principals, Directors, Department Heads, Curriculum Specialists)</p>	<p>80% of teachers incorporate at least one of these strategies in either their professional practice or student learning goals, Fall 2021</p> <p>Increased number of coaching cycles with teachers incorporating these key practices in 2021-22</p>	

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

Action Steps	Measurable Outcomes	Status
<p>Ensure that all educators know both the content and practice standards for their content area(s) and their necessity for academic success. Support teachers in integrating content and practice standards into their lesson objectives.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Principals, Directors and Department Heads, Curriculum Specialists, Coaches)</i></p>	<p>Supervisors trained to identify and support content, practice, and SEL standards, including teaching strategies from Responsive Classroom and Culturally Responsive Teaching in summer 2021</p> <p>In visits of practice, supervisors identify content and practice standards within the lesson objectives</p> <p>Gather feedback about enacted standards and practices from supervisors, coaches, and teachers to inform further professional development</p>	
<p>In secondary departments, evaluate all leveled courses (CP, Honors, AP) in terms of the state standards and practices with particular attention to clearly articulating the differences in curricular content, instructional practice, assessment, and expectations for students between classes at each of the levels. Make recommendations for classes at all levels to be appropriately rigorous and, at the same time, be accessible to all learners.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Directors and Department Heads, Secondary Teachers who teach leveled classes)</i></p>	<p>Collaboratively, Department Heads and Directors develop a process about how to analyze courses in terms of standards, practices, rigor, and accessibility by June 2022.</p>	
<p>Develop a set of SEL competencies as a basis for lesson objectives and share the SEL competencies with faculty and staff. Form school-based working groups, determine how best to integrate social emotional learning into academic instruction.</p> <p><i>(Director of District Advancement, Principals/Asst. Principals, Department Heads and Directors, Coaches, Grade Level Leaders)</i></p>	<p>An agreed upon set of K-12 SEL competencies upon which lesson objectives can be based, shared with faculty and staff in all schools, and communicated to the public, by June 2022</p>	

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	Measurable Outcomes	Status
<p>Complete the three-year Calkins <i>Reading Units of Study</i> roll out for grades 3-5. Emphasize the curriculum-supported workshop model and how it helps with differentiated, individualized learning</p> <p><i>(Asst. Superintendent for Teaching & Learning, Elementary Principals, Literacy Curriculum Specialist, Elementary Instructional Coaches)</i></p>	<p>In 2021-2022, all K-5 classroom teachers are teaching reading through Reading Units of Study and Foundations (phonics) curricula in a workshop model</p> <p>Student reading data in Spring 2022 shows improved growth and a reduction of students falling below benchmarks and needing intervention</p>	
<p>Launch and begin to roll out the Primary Source <i>Cornerstones for Civic Engagement</i> social studies curriculum for grades 3-5</p> <p>In accordance with DESE guidelines, continue to develop and enhance eighth grade and ninth grade civics projects</p> <p><i>(Asst. Superintendent for Teaching & Learning, Science/Social Studies Curriculum Specialist, Social Studies Department Head)</i></p>	<p>In 2021-2022, all 3-5 classroom teachers collaboratively plan for and teach at least two <i>Cornerstones</i> units (approximately half the curriculum). Student and educator feedback on the efficacy of the new curriculum in spring 2022</p> <p>Eighth and ninth grade civics projects created and taught for all students in the 2021-2022 school year</p>	
<p>Provide professional development for the <i>Illustrative Mathematics</i> curriculum for grades K and 1, pilot and evaluate the curriculum</p> <p><i>(Asst. Superintendent for Teaching & Learning, Elementary Principals, Math Curriculum Specialist, Instructional Coaches)</i></p>	<p>In 2021-2022, all K-1 classroom teachers collaboratively learn about, plan for, and teach mathematics using <i>Illustrative Mathematics</i> as a curricular resource</p> <p>After an analysis of student assessments and teacher feedback, elementary educators and administrators will decide whether to begin roll-out of <i>Illustrative Mathematics</i> for grades K-5 in 2022-2023</p>	
<p>Learn how Culturally Responsive Pedagogy and Universal Design for Learning overlap and interrelate. Develop a professional development plan for educators that interlinks UDL with CRP.</p> <p><i>(Asst. Superintendent, Teaching & Learning; Director of District Advancement, METCO Director, Wellness Director, Principals, CRP leadership teams)</i></p>	<p>Administrators and CRP teacher leaders attend a workshop that helps participants connect Universal Design for Learning, equity, and CRP in July 2021 and then plan CRP training for spring and fall 2022 that integrates UDL and CRP teaching strategies</p>	

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	Measurable Outcomes	Status
<p>Rejoin the Harvard-based Teacher as Scholars professional learning program</p> <p>(Assistant Superintendent for Teaching & Learning)</p>	<p>At least 15 Weston educators participate in Teachers as Scholars courses in 2021-2022</p>	
<p>Develop a coherent, district-wide coaching system upon which all instructional coaches can base this work. This coaching system will promote a student-centered approach and will be structured through consistent coaching cycles.</p> <p>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Instructional Coaches)</p>	<p>Coaching system created by August 2021 and communicated to all educators in September 2021</p> <p>Coaches employ coaching cycles while working with educators in 2021-2022</p> <p>Feedback from educators about instructional coaching in spring 2022</p>	
<p>To expand coaching capacity, train administrators, directors, department heads, curriculum specialists, technology integration specialists on the principles of instructional coaching, including the district-wide coaching system.</p> <p>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Instructional Coaches)</p>	<p>Training program created or found by September 2021</p> <p>Directors, department heads, curriculum specialists, and tech. Integration specialists receive coaching training by summer 2022 so that they can better coach educators by September 2022</p>	
<p>Review 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. Propose changes to the Weston Educators’ Association during contract negotiations.</p> <p>(Assistant Superintendent for Teaching & Learning, Educator Evaluation Committee)</p>	<p>Convene an Educator Evaluation Committee to examine our current system, learn about best practices, and create a proposal to share with the WEA in fall, 2021</p> <p>Once the changes are negotiated, create new evaluation documents and provide professional development for both educators and supervisors about the changes in the evaluation system by August 2022</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	Measurable Outcomes	Status
<p>Create/enhance a consistent system of data teams and classroom support teams across all three elementary schools to identify students in need of support, create groups for targeted intervention, monitor student progress, and improve the classroom environment to support all learners</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Elementary Principals)</i></p>	<p>Data teams in all three elementary schools follow a consistent, regular process to identify and support students needing intervention and to monitor their progress throughout 2021-2022</p> <p>Students receiving intervention show growth in target areas. No student who needs intervention gets overlooked.</p>	
<p>Create a secondary task force to 1) identify and review what screening, benchmark, and progress monitoring tools are in place, and what data is being gathered for intervention and special education referral decisions; 2) create a central, accessible, continually updated site for such data; 3) develop and communicate a regular, systematic process when data is reviewed and intervention/referral decisions are made</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Secondary Principals, task force members)</i></p>	<p>Task force created by January 2022</p> <p>Task force produces a secondary model that parallels the elementary data team model that identifies students needing support and systematically provides appropriate intervention with consistent progress monitoring by spring 2022. The model will be implemented in 2022-2023.</p>	
<p>Explore Instructional Rounds for Administrative Council as a tool to collect and analyze data about instructional practices. Begin to develop methods to triangulate instructional practice data with student learning data.</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Principals)</i></p>	<p>Pilot one set of instructional rounds at each school in 2021-22</p>	

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	Measurable Outcomes	Status
<p>Develop a set of school-wide practices that every teacher will use to welcome students back to in-person learning in September 2021. These practices include knowing names and pronunciations, greetings, icebreakers, class rituals, and other community building activities.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals)</i></p>	<p>School wide welcoming practices agreed upon in August 2021 in all schools</p> <p>All educators conduct school wide welcoming practices in September 2021, as measured by observations, student interviews, and or student surveys</p>	
<p>Reboot and enhance the Middle School and High School advisory programs so that every teacher is an advisor, all advisors are involved, trained and prepared, and that there is a system of providing relevant, engaging advisory lessons throughout the school year</p> <p><i>(Director of District Advancement, Secondary Principals/Asst. Principals, advisory teams)</i></p>	<p>Advisory systems, structures and schedules created by August 2021</p> <p>Advisory teams regularly planning advisory sessions and supporting educators with materials in 2021-22</p> <p>School-wide advisory professional development in Fall, 2021</p> <p>Students surveyed on the impact of advisory in May/June, 2022</p>	
<p>Utilize all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</p> <p><i>(Principals, Grade Leaders, Department Heads, Directors)</i></p>	<p>For each school, schedule of all-school / all-grade assemblies created in September 2021</p> <p>Students surveyed about the impact of school/grade assemblies on their sense of belonging in May/June, 2022</p>	

Strategic Objective 2.2: Examine all curricula, systems and practices through an equity lens to ensure that historically marginalized groups are included and well-represented.

Action Steps	Measurable Outcomes	Status
<p>Create a process where curriculum is reviewed in every department and at every grade level to identify and correct for bias and ensure that historically marginalized groups are included, celebrated, and represented. Create an action plan to adopt new curricular materials when appropriate.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, HS and MS Principals, Curriculum specialists, Department Heads and Directors)</i></p>	<p>Anti-bias curriculum review process developed by spring, 2022</p>	
<p>Provide secondary professional development that focuses on best practices for assessment and grading. Form a working group of middle and high school educators and administrators to explore equitable assessment and grading practices.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Secondary Principals, Equitable Assessment and Grading Working Group)</i></p>	<p>Workshop completed in summer, 2021</p> <p>Working group created in fall, 2021</p> <p>List of equitable grading practices for consideration created and vetted by fall, 2022</p>	
<p>Develop a consistent discipline tracking, response, follow-up, and reporting system for K-12</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Director of Technology and Libraries, Principals/Asst. Principals)</i></p>	<p>District-wide reporting system created by June, 2022, to be implemented in the 2022-23 school year</p>	
<p>Form a district-wide committee of multiple stakeholders to review the implementation of the Bullying Prevention and Intervention Plan and enhance it, paying particular attention to equity and impact on historically marginalized groups</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Bullying Prevention and Intervention Committee)</i></p>	<p>Committee formed in October, 2021</p> <p>Bullying Prevention and Intervention Plan updated and presented to School Committee by April, 2022</p>	

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	Measurable Outcomes	Status
<p>Identify the specific data that can serve to consistently measure our progress in narrowing opportunity, resource, and other educational gaps (Possible examples are: student and families interviews and focus groups, surveys, attendance and participation rates, GPA, IEP referrals, sports and extracurricular involvement, discipline, common assessments, Panorama, VOCAL, teacher assignments, etc.)</p> <p><i>(Case House Cabinet Members, Administrative Team, RIDES Team, Tech. Team)</i></p>	<p>Cabinet and administrative teams identify data metrics by November, 2021</p> <p>Creation of a district-wide information system for students to be completed in summer, 2022</p>	
<p>Review the <i>Beloved Equity Audit</i> to better understand the systems and structures we create and perpetuate that prevent students from reaching full potential.</p> <p><i>(Superintendent, Asst. Superintendent for Teaching & Learning, Director of District Advancement, Administrative Team, DEI Committee)</i></p>	<p>Equity audit reviewed by January, 2022</p>	
<p>Review the District Curriculum Accommodation Plan (DCAP) to ensure it is up to date and culturally responsive.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services)</i></p>	<p>DCAP reviewed and updated in summer, 2022</p>	

Strategic Objective 2.4: Foster a culture of social justice, multiculturalism, anti-racism, and service learning in all schools.

Action Steps	Measurable Outcomes	Status
<p>Introduce the Continuum on Becoming an Anti-Racist, Multicultural Institution and discuss how it can be applied to the Weston Public Schools.</p> <p><i>(Administrative Team, Director of District Advancement)</i></p>	<p>Administrative Team and DEI Committee learn about the continuum, discuss where the district fits along the continuum, and brainstorm next steps so that the district can move forward along the continuum to become a more anti-racist organization in fall, 2021</p>	
<p>Research, develop, and pilot pro-social/anti-bias lessons for elementary level and pilot lessons pre-K-5.</p> <p><i>(Director of District Advancement, Elementary Principals, Elementary leadership teams)</i></p>	<p>At least three pro-social/anti-bias lessons per grade level developed, planned, shared, and piloted by all teachers in 2021-22</p>	
<p>Examine results of the Social Studies Program Review to determine next steps in integrating social justice, multiculturalism, anti-racism, and service learning in curriculum and instruction.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Social Studies Department Head, Science & Social Studies Curriculum Specialist, Social Studies Department)</i></p>	<p>Social Studies Program Review completed and presented on May, 2022</p> <p>Action steps based upon program review recommendations determined in summer, 2022</p>	
<p>Commit to continued work of the DEI Committee and how the committee can successfully support individual schools.</p> <p><i>(Director of District Advancement, DEI Committee)</i></p>	<p>Establish and structure the DEI Committee for 2021-22 -- allowing some members to step down and bringing new members on board -- by October 2021</p>	
<p>Provide anti-bias and SEL training for all athletic coaches, bus drivers, lunch/recess teachers, educational assistants, etc.</p> <p><i>(Director of District Advancement)</i></p>	<p>Training completed by November, 2021</p>	

Strategic Objective 2.5: Hire and retain faculty and administrators that are representative of our diverse student body.

Action Steps	Measurable Outcomes	Status
<p>Join the Massachusetts Partnership for Diversity in Education - Multicultural Staffing Initiative for Public Schools</p> <p>(Director of Human Resources)</p>	<p>Membership for the 2021-22 school year</p>	
<p>Review screening, shortlisting, interviewing, and hiring processes. Train all hiring managers to recognize implicit bias and to use interviewing techniques that promote impartiality in order to attract, hire, and retain educators of color.</p> <p>(Director of Human Resources, Administrative Council)</p>	<p>Analyze the diversity of new hires in 2021-22 as compared to the diversity of the district’s students in June, 2022</p> <p>Training of hiring managers in winter 2022</p>	
<p>Begin to create an educator pipeline for learning assistants and instructional aides/paraprofessionals of color</p> <p>(Director of Human Resources, Asst. Superintendent of Business & Finance)</p>	<p>Explore and build partnerships with local universities’ teacher preparation programs (including alternative preparation programs) that help educators of color gain licensure during the 2021-22 school year</p> <p>Establish funding to support learning assistants and other paraprofessionals needing coursework for educator certification in the FY23 budget</p>	
<p>Revise job posting template and HR website to more clearly communicate Weston’s commitment to recruiting, hiring, and retaining diverse teachers</p> <p>(Director of Human Resources)</p>	<p>HR job posting template and website updated by October, 2021</p>	

Strategic Objective 2.6: Partner with our community to build our understanding of diversity, equity and inclusivity.

Action Steps	Measurable Outcomes	Status
<p>Send communication to the community with clear guidelines about when the district/schools will or will not issue a statement about current events related to diversity, equity and inclusivity.</p> <p>(Administrative Team)</p>	<p>Discuss guidelines with the Administrative Team</p> <p>Write and send communication by November, 2021</p>	
<p>Recruit diverse guest speakers, authors, creative arts presenters</p> <p><i>(Asst. Superintendent for Teaching and Learning, Director of District Advancement, Director of Student Services, Principals, Department Heads, Directors, Curriculum Specialists, teacher leaders, PTO - particularly Creative Arts and STEM Councils)</i></p>	<p>Analyze the diversity of speakers, authors, and presenters over the last three years in fall, 2021</p> <p>Take proactive steps to recruit more diverse speakers, authors, and presenters, especially in grade levels and subject areas that have not experienced much diversity</p> <p>Analyze the diversity of speakers, authors and presenters in 2021-22 in June 2022</p>	
<p>Develop a professional learning series for parents/caregivers on Diversity, Equity and Inclusion.</p> <p>(Director of District Advancement)</p>	<p>Determine/design the learning series on race in fall, 2021</p> <p>Schedule dates, times, and venues for workshops by November 2021</p> <p>Complete the learning series by June, 2022</p> <p>Survey participants on the learning series by June, 2022</p>	
<p>Create the portrait of a Weston graduate which highlights a broader definition of success by elevating new measures of student achievement that extend beyond academics to include the knowledge, skills and attributes students need to be prepared for the future.</p> <p><i>(Administrative Team, Director of Student Services, K-12 Guidance)</i></p>	<p>Updated portrait of a Weston graduate created and presented in spring, 2022</p>	

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	Measurable Outcomes	Status
<p>Each school establishes a positive behavior support plan that explicitly outlines what taking care of self, others, and community, looks, feels, and sounds like for students and educators. Backing up this support plan is guidance for educators in setting expectations and supporting students.</p> <p><i>(Director of District Advancement, School Principals and leadership teams)</i></p>	<p>Positive behavior support plans and backing guidance for educators developed and/or enhanced by August, 2022</p>	

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	Measurable Outcomes	Status
<p>Explore, select, and purchase translation tools/services that can increase the district’s capacity to translate communications</p> <p><i>(Director of Technology and Libraries, Asst. Superintendent for Teaching & Learning, Director of Student Services, Principals)</i></p>	<p>Selection and purchase of tool(s) by January, 2022</p>	
<p>Extend the number of languages translated to any first language shared by five or more families in the school or district. Reach out to families who have first languages that don’t reach the five family threshold and develop individual translation plans for them.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of Student Services, Principals)</i></p>	<p>Establish the languages that documents will be translated in by September, 2021</p> <p>Develop individual translation plans for families who have first languages that don’t reach the threshold for translation by October, 2021</p>	

Strategic Objective 3.3: Explore and adopt technology tools that can enhance communication

Action Steps	Measurable Outcomes	Status
<p>Communications Tools and Process Review</p> <p>Form a Communications Task Force that examines home/school/district communications and considers output, timeliness, consistency and coherence, voice and theme, promotion, and technology tools and platforms to develop communications guidelines for the district</p> <p><i>(Director of Technology & Libraries, Communications Task Force)</i></p>	<p>Communications Task Force created by October 2021</p> <p>Communications Task Force recommendations presented to the School Committee in Spring, 2022</p>	

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	Measurable Outcomes	Status
<p>Expand Responsive Classroom practices that promote democracy in the classroom; for example, student voice, including providing academic choice, including students in developing rules and guidelines, and providing interactive learning structures</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals, Directors and Department Heads, educators)</i></p>	<p>Gather baseline data from students and teachers regarding democratic practices during the 2021-22 school year</p>	
<p>Update the process of allocating funding for high school clubs to be more flexible so that students have more opportunity to create clubs, generate interest, and find appropriate club advisory support.</p> <p><i>(Asst. Superintendent for Teaching & Learning, High School Principal)</i></p>	<p>Develop a proposal for funding allocation for high school clubs and advisor stipends to present to the WEA in negotiations by October, 2022</p>	

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

Action Steps	Measurable Outcomes	Status
<p>Develop and share a tool for evaluating school sponsored events to examine them for inclusivity. Make changes to school-sponsored events as necessary to promote belongingness for everyone.</p> <p><i>(Director of District Advancement, Principals, Department Heads, Directors, Club and activity leaders, Athletic Director, PTO)</i></p>	<p>Tool developed and shared by January 2022.</p> <p>At least 3 school-sponsored events evaluated for inclusivity by June 2022</p>	
<p>In partnership with the PTO, develop at least one event per school whose purpose is to bring the school community together and celebrate its diversity</p> <p><i>(Principals, event organizers, PTO)</i></p>	<p>Community-building events for each school sometime in the 2021-22 academic year</p>	

Strategic Objective 3.6: Develop partnerships with other K-12 districts, colleges/universities, businesses, and other institutions to expand opportunities for students

Action Steps	Measurable Outcomes	Status
<p>Strengthen the partnership with Lesley University to provide coursework and student teaching both for Lesley students and Weston staff members, with a particular focus on prospective educators from historically marginalized groups</p> <p><i>(Asst. Superintendent for Teaching & Learning, Principals, Cooperating Teachers)</i></p>	<p>Successful Lesley student teaching pre-practicums and practicums in the 2021-22 school year</p>	
<p>Explore possible changes in the High School schedule so that Juniors and Seniors could have more opportunity taking courses at local colleges or participating in internships with local businesses and community organizations</p> <p><i>(HS & MS Schedule Taskforce)</i></p>	<p>Taskforce to evaluate and possibly change the HS and MS schedules in 2022-23 or 2023-24 created in Fall, 2021</p>	