

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 6/2022
<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>Completed</p> <p>The scope and sequence for literacy, mathematics, science, social studies, and tech. integration is mapped out on layered calendars on the GK-G5 Curriculum GoogleSite. While updating has happened throughout the school year, a major update and revision is scheduled in late June. An important next step is to improve the process where teacher teams can meet with principals and curriculum specialists to make changes to the scope and sequence based upon student needs.</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>Completed</p> <p>After a 2-year hiatus due to pandemic, June Academy and J-Term are scheduled for mid-June at the middle and high schools.</p> <p>Significant Progress</p> <p>Professional development for project-based learning has been moved to the summer through a 3-day project-based learning workshop by PBLWorks. 30 educators and administrators from the Middle School, High School, and Field School will be participating.</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>Completed The technology team determined which technology tools to move forward with in Summer, 2021</p> <p>Some Progress K-5 Librarian and K-5 Educational Technology Specialist have started integrating media literacy and technology literacy standards in Library class and will be finished in Summer 2022. 6-12 Librarians and Educational Technology Specialist will begin work in Summer, 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>	<p>Completed and continuing The HS/MS scheduling committee was formed and met at least once a month during the winter and spring. The committee:</p> <ul style="list-style-type: none"> ● Agreed upon the educational priorities that new schedules could support ● Explored many different high school and middle school schedules and evaluated them in terms of Weston’s educational priorities ● Developed some schedule prototypes to be considered by a wider group of stakeholders in 2022-2023

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 6/2022
<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>Significant Progress One Teaching for Equity and Inclusivity workshop was completed in May, 2022. A second Teaching for Equity and Inclusivity workshop will be completed in August, 2022. All current high school educators will have completed Teaching for Equity and Inclusivity by August 2022. Any new MS or HS hires will be invited to attend the August session.</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>Completed The workshop was completed in August 2021. We offered a second Advanced Responsive Classroom summer workshop in Summer 2022, but we didn't generate enough interest to run it.</p>
<p>Plan and provide at least eight Culturally Responsive Education (CRE) 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 CRE and UDL in July 2021</p> <p>Monthly leadership training sessions focusing on learning partnerships in 2021-22</p> <p>School-based CRE sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRE training sessions</p>	<p>Completed and continuing School-based CRE teams learned about and planned staff training on Culturally Responsive Teaching Practices. This year's focus was forming learning partnerships. Some key concepts explored were:</p> <ul style="list-style-type: none"> ● Productive struggle – how to bring students into and out of the learning pit, and how not to build bridges across the learning pit ● High care; high push – what are the qualities and characteristics of a warm demander ● Microaggressions in the classroom – how to identify and address them ● Application to classroom practice – how do learning partnership principles apply to classroom instruction

		<p>Next year we will be in year 3 (out of 3) of our CRE work, focusing on information processing and creating inclusive classroom cultures.</p>
<p>Incorporate CRE, Responsive Classroom, and Teaching for Equity and Inclusivity strategies into goal setting and coaching. Provide support for teachers practicing these strategies.</p> <p><i>(Coaches, Principals, Directors, Department Heads, Curriculum Specialists)</i></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>	<p>Significant Progress</p> <p>85% of educators incorporated at least one CRE, Responsive Classroom, or Teaching for Equity and Inclusivity strategy into either their student learning or professional practice goals in 2021-22</p> <p>Coaching cycles have greatly increased. Most coaching cycles in 2021-22 focused on curriculum adoption and integrating CRE/Responsive Classroom skills into instruction.</p>

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

Action Steps	Measurable Outcomes	Status June, 2022
<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>Significant Progress</p> <p>Administrators, directors, department heads, and curriculum specialists are all versed in standards and practices and understand how teaching practices from Responsive Classroom, Teaching for Equity and Inclusivity, and Culturally Responsive Education serve to enhance student understanding of standards and practices.</p> <p>There has been some focus on emphasizing standards and practices during supervisor visits of practice, and many administrators routinely identify standards and practices in their observations.</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)</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>Some Progress</p> <p>Although the Asst. Superintendent for Teaching & Learning has had initial one-to-one discussions with Department Heads and Directors about leveling and the resulting differences in curricular content, instructional practice, assessment, and expectations, there has not yet been a collective discussion by the whole curriculum council. We will need to move this step to next year's District Action Plan.</p>

<i>who teach leveled classes)</i>		
<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>(Director of District Advancement, Principals/Asst. Principals, Department Heads and Directors, Coaches, Grade Level Leaders)</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>	<p>Significant Progress</p> <p>The Admin. Council has agreed upon a set of K-12 SEL standards and the SEL competencies have been articulated in monthly themes for staff and students in the elementary schools.</p> <p>Next steps include integrating the Fly Five SEL curriculum at the elementary level and integrating the 6-12 SEL standards into Advisory and daily classroom practice at the middle and high school levels. Once we have developed a more structured scope and sequence, we will communicate SEL competencies to the public.</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 June, 2022
<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>Completed The Reading Units of Study rollout is complete, K-5. The next steps are to:</p> <ul style="list-style-type: none"> ● Purchase and integrate significant Calkins updates in the K-2 curriculum ● Continue work on integrating reading, writing, and phonics ● Continue integrating literacy instruction with science and social studies <p>2021-22 data indicates that student reading levels have increased significantly after the adoption of the reading program for grades K-3. 93% of students in K-3 are reading at or above benchmark (up from 88% in 2020-21). We are eager to see how this year's grade 3 MCAS scores correlate with district reading data. We are hopeful to see similar increases for grades 4 and 5 next year.</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>Completed Cornerstones curriculum roll-out in progress. Approximately half the units and lessons have been taught in grades 3, 4, and 5.</p> <p>8th Grade Civics students completed and sent letters to government officials to satisfy the DESE requirement for an Action Civics Project. Students chose to send their letters to a whole range of audiences from local to international government officials.</p>

		<p>In 9th grade, teachers continued to pilot different civic action projects based on students’ interests and leadership. This includes participating in Out of Eden learn and creating the Weston Remembers Oral History Walk. Next steps include teachers debriefing on each project’s strengths/weaknesses and deciding whether to continue offering a variety of options or choose one uniform project for all students.</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 Illustrative Mathematics as a curricular resource</p> <p>After an analysis of student assessments and teacher feedback, elementary educators and administrators will decide whether to begin rollout of Illustrative Mathematics for grades K-5 in 2022-2023</p>	<p>Completed</p> <p>Illustrative Mathematics chosen for its coherent progression of learning, conceptual understanding, mathematical fluency, academic language and discourse, hands-on learning, and culturally responsive pedagogy. We began full implementation in grades K-1 and piloted units in grades 2, 3, and 4.</p> <p>Teachers gave strong positive feedback on the program in March and we made the decision to continue the rollout. We will fully implement Illustrative Math in grades K-3 next year.</p> <p>Preliminary data in K-1 indicates a significant decrease of students needing math intervention throughout the school year (from 14 to 6 first graders). We are hopeful that the data will continue to show Illustrative Math’s connection to positive learning outcomes for K-1 next year.</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 CRE teacher leaders attend a workshop that helps participants connect Universal Design for Learning, equity, and CRE in July 2021 and then plan CRE training for spring and fall 2022 that integrates UDL and CRE teaching strategies</p>	<p>Significant Progress</p> <p>CRE leadership team members participated in UDL workshop. We will be developing a professional development plan that links Culturally Responsive Education to Universal Design for Learning in Summer 2022.</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 June, 2022
<p>Rejoin the Harvard-based Teacher as Scholars professional learning program</p> <p><i>(Assistant Superintendent for Teaching & Learning)</i></p>	<p>At least 15 Weston educators participate in Teachers as Scholars courses in 2021-2022</p>	<p>Completed 15 educators successfully participated in the Teachers as Scholars program in 2021-2022.</p> <p>We will continue to fund 15 slots in the Teachers as Scholars program for Weston educators.</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><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Instructional Coaches)</i></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>Significant Progress The new coaching system, centered around student learning data, was developed in the summer of 2021 by our team of instructional coaches, presented to K-8 educators in fall 2021, and implemented throughout the 2021-2022 school year.</p> <p>We have not yet collected feedback from educators about instructional coaching and student-centered coaching cycles. We will do so in Fall, 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><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Instructional Coaches)</i></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>Deferred This is an action step that we intentionally dropped for department heads, directors, and curriculum specialists. We felt that we would have more leverage once changes in educator evaluation were developed.</p> <p>Next year, while we train supervisors with the expected changes in supervision and evaluation, we will explore how coaching and supervisory strategies can complement one another.</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><i>(Assistant Superintendent for Teaching & Learning, Educator Evaluation Committee)</i></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>	<p>Significant Progress</p> <p>In December, a committee of teachers and administrators, led by the WEA President and the Asst. Superintendent for Teaching in Learning, was formed. The committee reviewed Weston’s existing practices, both before and during the pandemic, and looked at DESE resources. The committee’s proposals for change include:</p> <ul style="list-style-type: none"> ● Adopting DESE rubrics instead of updating Weston rubrics ● A deeper focus on student learning and professional practice goals and collection of evidence to determine progress toward goals ● Providing more choices for PTS teachers to collect observational evidence in addition to visits of practice ● Streamlining forms and paperwork <p>The proposals have been vetted to educators and administrators and the committee will make some adjustments. The WEA and School Committee will have the proposals up for consideration in June 2022.</p>
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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 June, 2022
<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>Completed</p> <p>Over the summer of 2021, principals and other educators met together to create a unified data cycle for the elementary schools. The cycle is based on DESE’s dyslexia guidance, and involves four data team meetings per year, where literacy, math, and SEL data are reviewed for each student and plans for support and intervention are generated. Common spreadsheets and forms were designed for tracking student progress. All elementary schools had data team meetings that informed intervention in November, January, April, and June.</p> <p>Because of the data team process, interventions have been more specifically targeted to academic skills and there has been more push-in intervention to ensure that students receive support within the classroom community.</p> <p>Next steps include modifying the elementary schedule so that there is more capacity for push-in intervention, finding data sources and providing more targeted intervention for students who need SEL support, and finding common ways to measure the success of interventions.</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</p>	<p>Task force created by January 2022</p> <p>Task force produces a secondary model</p>	<p>Significant Progress</p> <p>With ESSER funding, we had the opportunity to do a more comprehensive Multi-Tiered Systems of</p>

<p>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>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>Support (MTSS) review. Instead of focusing just on the secondary level, we expanded our lens to cover the whole district PK-12.</p> <p>The committee was formed in November 2021 and, under the leadership of principals Erin Magurie and Paul Peri, undertook a self-assessment of what MTSS systems, practices, and drivers are already in place and what we need to add or enhance.</p> <p>We then brought in MTSS expert Katie Novak to review our internal assessment, artifacts, and survey data to determine next steps. Dr. Novak has recently sent us a draft of her findings. After some discussion with the Admin. Council, we will present the findings and recommendations in early fall, 2022.</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>	<p>Significant Progress</p> <p>The Director of Equity and Professional Learning trained the Admin. Council in instructional rounds in January 2022. We were able to complete instructional rounds in two schools this year, the Middle School and Woodland School. Our plan is to conduct instructional rounds at all five schools in 2022-23.</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 June, 2022
<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>Completed</p> <p>Welcoming practices were planned and completed in all five schools in August and September, 2021.</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>Completed for Middle School</p> <p>Middle school advisory fully implemented in 2021-2022. Every teacher is an advisor and there is a systematic approach of providing lessons for advisors throughout the year.</p> <p>Some Progress for High School</p> <p>Planning took place for a more robust high school advisory system in Fall 2021. After discussions with the WEA, the decision was made to bring back advisory on a limited basis and not make significant changes to the advisory program for 2021-2022. HS Advisory occurred approximately once every two weeks, starting in November. Educators volunteered to be advisors and an advisory team created advisory lessons.</p> <p>Continued high school advisory planning will take place this summer under the direction of the new Assistant Principal.</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>	<p>Significant Progress</p> <p>We have been able to hold many all-school and all-grade assemblies in all five schools this year. While some assemblies' primary purpose was to build connection and belonging, most assemblies had academic and enrichment purposes. Students have not been surveyed about the impact of school assemblies on their sense of belonging.</p>
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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 June, 2022
<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>Some Progress We were not able to develop a curriculum review process during the academic year. The English and history departments are beginning equity reviews of their curriculum in Summer, 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>Completed and continuing Summer workshop on Grading for Equity completed in August 2021 and two are scheduled for June, 2022. The working group was created in fall, 2021 and has met six times throughout the school year.</p> <p>Department Heads in English, Social Studies, World Language, Science, and Mathematics have all worked with department members on Grading for Equity Practices.</p> <p>The two grading practices that will be considered by all in fall, 2022 are:</p> <ul style="list-style-type: none"> ● The use of a 50-100 point grading scale ● Allowing students to retake all or parts of summative assessments when the assessments show that the student is not

		yet proficient in an essential understanding or skill for no penalty.
<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>Significant Progress</p> <p>The Administrative team selected School-wide Information System (SWIS) to track discipline reporting and received training on how to implement the system. Next steps are to train Administrative Assistants in SWIS over the summer and begin implementation in Fall, 2022.</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>	<p>Significant Progress</p> <p>The Bullying Prevention and Intervention Committee was formed in November 2021 and led by Dan Green. The team met throughout the winter and spring and updated the Bullying Prevention and Intervention Plan. We plan to present the revised Bullying Prevention and Intervention Plan in June, 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 June, 2022
<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>Completed and continuing</p> <p>The data that we will be looking at regularly to consistently measure our progress in narrowing opportunity, resource, and other educational gaps is outlined in Weston’s Student Opportunity Act Plan submitted to DESE in March 2022. The data includes:</p> <ul style="list-style-type: none"> ● MCAS Achievement and Growth scores ● STAR reading and math scores (K-3) ● High School completion rate ● High School advanced course enrollment ● Chronic student absenteeism ● VOCAL student surveys ● Metro-West Youth Risk Behavior Survey ● Mental health referral/hospitalization rates <p>Next step is to develop systems and processes for regularly analyzing and reporting such data to the public, to be accomplished 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>Completed and continuing</p> <p>In winter 2022, the DEI Committee reviewed the <i>Beloved Equity Audit</i> and determined that it was insufficient. The Administration Team explored organizations who conduct more robust equity audits and brought two finalists to the DEI committee. The Committee selected to go forward with The Leadership Academy to</p>

		conduct a more thorough equity audit in fall, 2022.
<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>	DCAP reviewed and updated in summer, 2022	<p>Not started yet</p> <p>This action step is scheduled to begin in Summer, 2022. A more detailed action step will be in next year's District Action Plan.</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 June, 2022
<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>Completed Continuum on Becoming an Anti-Racist Multicultural Institution was introduced to the Admin. Council and DEI committee 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>Completed and continuing Multiple pro-social/anti-bias lessons were completed in each elementary grade level. The next step is to integrate these lessons into the Fly Five SEL curriculum that will be piloted in 2022-2023.</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>Significant Progress Social Studies Internal Review was presented in March, 2022 and the external review visit occurred in May, 2022. The findings will be completed over the summer and presented in early fall, 2022. We will then examine results and determine next steps.</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>Completed The DEI Committee established its main purpose as the primary advisory group for the equity audit in Spring and Fall 2022 and for how the results of the equity audit translate to strategic planning in Spring 2023.</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>	<p>Completed Educational assistants, bus drivers training completed in September, 2021. Coach training completed in 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 June, 2022
<p>Join the Massachusetts Partnership for Diversity in Education - Multicultural Staffing Initiative for Public Schools</p> <p><i>(Director of Human Resources)</i></p>	<p>Membership for the 2021-22 school year</p>	<p>Some progress We have completed the application but have not yet gotten confirmation</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><i>(Director of Human Resources, Administrative Council)</i></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>Completed and continuing Hiring managers trained by the Director of Human Resources in April, 2022</p> <p>Analysis of the diversity of new hires scheduled to occur in late Summer, 2022, after the hiring season is complete.</p>
<p>Begin to create an educator pipeline for learning assistants and instructional aides/paraprofessionals of color</p> <p><i>(Director of Human Resources, Asst. Superintendent of Business & Finance)</i></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>Some progress Reestablished student teaching partnership with Lesley University</p> <p>Have not yet established funding to support learning assistants and other paraprofessionals needing coursework for educator certification.</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><i>(Director of Human Resources)</i></p>	<p>HR job posting template and website updated by October, 2021</p>	<p>Completed</p>

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

Action Steps	Measurable Outcomes	Status June, 2022
<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>Completed</p> <p>Communication in the Superintendent’s message of the fall Case House Gazette</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>Some Progress</p> <p>Analysis of the diversity of speakers and presenters over the last three years has been deferred to 2022-2023.</p> <p>There was emphasis on recruiting diverse speakers throughout the school year, including:</p> <ul style="list-style-type: none"> ● Padma Venkatraman at Field (9/22/21) ● Ivy Watts at MS and HS (11/3/21) ● Juana Medina at Country and Woodland (3/8/22) ● Jennifer DeLeon at HS (5/4/22)

<p>Develop a professional learning series for parents/caregivers on Diversity, Equity and Inclusion.</p> <p><i>(Director of District Advancement)</i></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>Some Progress</p> <p>We tried to run an Unpacking Whiteness parent workshop series, but we were unable to recruit enough parent and community facilitators.</p> <p>We had two very successful Joint PTO/BWMPO meetings this year:</p> <ul style="list-style-type: none"> ● The 11/9/21 meeting focused on inclusion, integration, and building connections among PTO members. ● The 3/31/22 meeting was facilitated by the HS DEI student alliance.
<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>	<p>Significant Progress and continuing</p> <p>The Administrative Team analyzed the data collected from various stakeholders in the strategic planning community forums (Spring, 2021) who answered the question, “What qualities should our Weston High School graduates have as they receive their diploma and move on to future endeavors?” Then, the team created a draft Portrait of a Graduate.</p> <p>Next steps is to vet the Portrait of a Graduate with the broader community and work closely with the Communications Committee to promote the Portrait.</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 June, 2022
<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>	<p>Elementary Schools: Complete Positive behavior support plans have been created, communicated to staff and students, and implemented in all three elementary schools.</p> <p>Secondary Schools: Significant Progress Middle and High School positive behavior support plans have been drafted and vetted with each faculty. Next steps are to finalize the plans and implement them beginning in September, 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 June, 2022
<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>Completed and continuing Lingolet translation tool/service selected and purchased in Fall, 2022. The service provides comprehensive digital language services, including document translation and transcription and oral/video interpretation. Training for key administrators and administrative assistants has occurred in Winter 2022 and will continue as we do a full rollout in fall, 2022.</p> <p>In this trial phase, Lingolet has been accurate, speedy, and cost-efficient.</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>	<p>Completed District languages are Chinese (Mandarin and Cantonese), Korean, and Spanish. The purchase and rollout of Lingolet will facilitate translation services for all languages.</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>	<p>Significant Progress and continuing</p> <p>The communications committee was formed in fall, 2021 and has met four times (with one more meeting scheduled) this year. The committee has surveyed the community on communication needs and analyzed the responses. Additionally, the committee has discussed communications protocol and the array of communication systems and tools the district utilizes.</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>Significant Progress Many educators are enhancing democratic practices successfully in their classrooms, including establishing classroom norms and rules, providing choices for students, and providing interactive learning.</p> <p>We are finding that we need a better tool than classroom observations to more accurately measure these responsive classroom practices. A next step is to develop a survey for faculty members about these practices and get feedback to analyze in the fall.</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>	<p>Some Progress Both the administration and the WEA have proposals for providing more flexibility with school clubs in contract negotiations. We look forward to negotiating a good outcome this summer.</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>Some Progress</p> <p>The administrative team developed a draft of the tool and shared it with several stakeholders, including PTO chairs, and is in the process of collecting feedback and making revisions. It became clear this year that we need to develop a more centralized system for reviewing events for inclusivity. This will be an action step in next year’s District Action Plan.</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>	<p>Significant Progress</p> <p>Many in-person community-building events were developed or reinstated once it was deemed safe in the Spring. The events included games, meets, concerts, performances, assemblies, and other gatherings. With the short window in the Spring, school calendars filled up quickly. Next year we will focus more on specific events that celebrate our community’s diversity.</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>Some Progress</p> <p>While we have developed a strong partnership with Lesley University, we have yet to find prospective educators from historically marginalized groups to support.</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>	<p>The HS/MS scheduling committee was formed and met at least once a month during the winter and spring. The committee:</p> <ul style="list-style-type: none"> ● Agreed upon the educational priorities that new schedules could support ● Explored many different high school and middle school schedules and evaluated them in terms of Weston’s educational priorities ● Developed some schedule prototypes to be considered by a wider group of stakeholders in 2022-2023 <p>One important consideration is the creation of 5-day or 10-day cycles so that school schedules can fit better with colleges, businesses, and community organizations.</p>