



Westwood School Committee

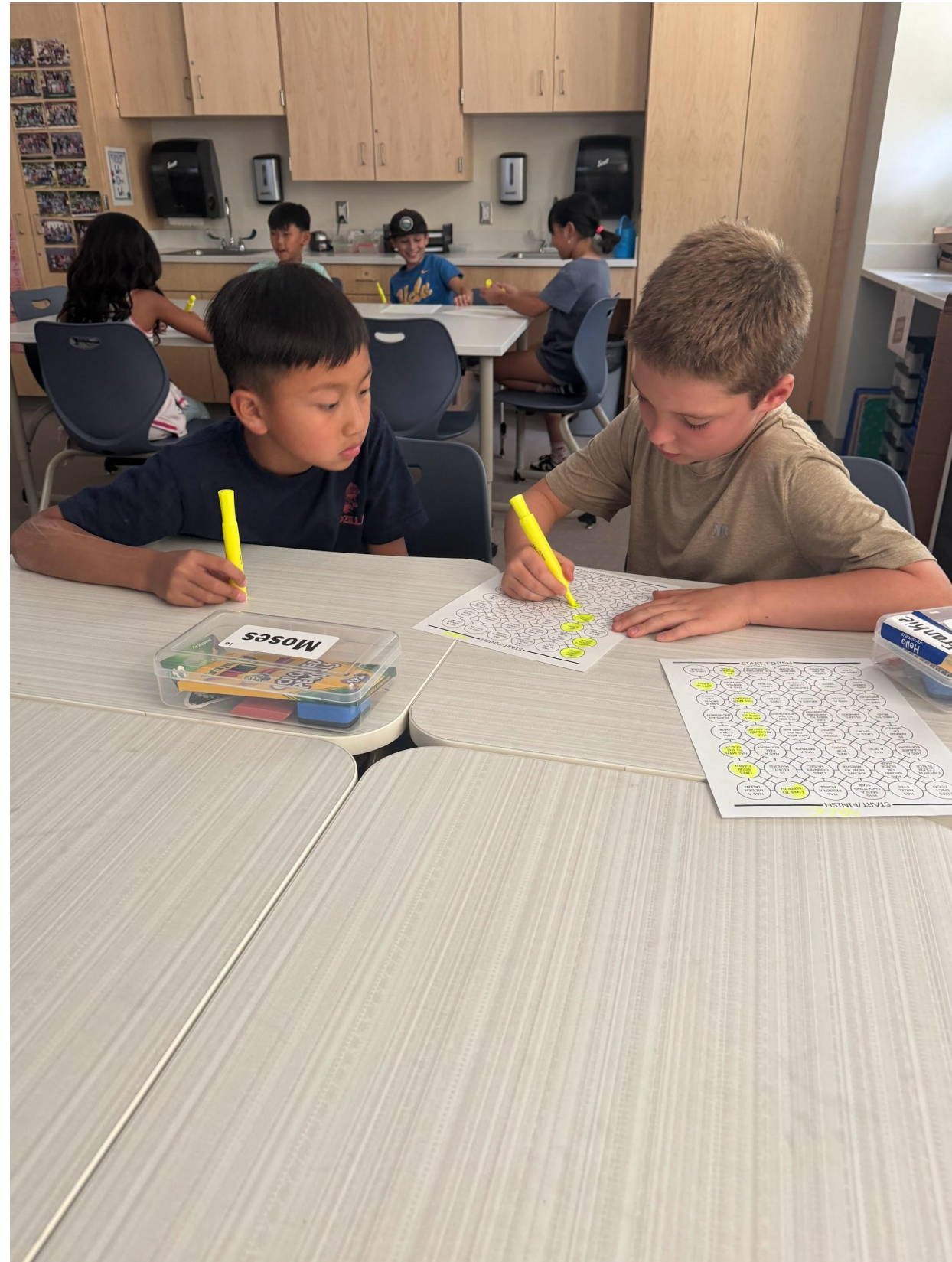
September 11, 2025



Superintendent's Report

September 11, 2025

Seen Around WPS...



Seen Around WPS...



Seen Around WPS...



Seen Around WPS...



Seen Around WPS...



Seen Around WPS...



Seen Around WPS...



Seen Around WPS...



Introduction of Interim Student Services Director

Portrait of a Graduate

Portrait of a Westwood Graduate

A Vision for WPS Students, PK-22

Graduates of the Westwood Public Schools will:

Think Critically and Creatively

Critical and innovative thinkers possess the skills, knowledge, and strategies to be curious, continuous learners. They understand information, develop content mastery, solve problems, adapt to novel situations, and design their own paths

- Analyze, evaluate, and synthesize multiple perspectives and viewpoints
- Reflect, ask questions, and use reasoning and evidence to problem-solve
- Seek knowledge and apply understanding to adapt to novel situations

Portrait of a Westwood Graduate

A Vision for WPS Students, PK-22

Communicate and Collaborate

Collaborative communicators connect effectively across identities, cultures, and generations. They leverage their skills and voices to be productive speakers, listeners, writers, creators, and contributors.

- Listen actively with purpose of understanding before making decisions
- Navigate interactions to work effectively with a variety of individuals and audiences
- Communicate and contribute respectfully through various modalities and platforms

Portrait of a Westwood Graduate

A Vision for WPS Students, PK-22

Act with Integrity

Individuals with integrity are guided by a deep sense of self and compassion for others. They demonstrate authenticity, responsibility, and empathy in their decision-making and actions.

- Demonstrate courage to make positive choices even in difficult situations
- Model integrity and honesty in their words, actions, and work
- Adapt to and employ technology ethically and responsibly

Portrait of a Westwood Graduate

A Vision for WPS Students, PK-22

Engage Locally and Globally

Engaged learners connect with local, national, and global communities to be a force for positive change. They find purpose and joy in service to one another and our world, and in improving conditions for all.

- Engage in service to others and contribute actively to make change in their community
- Explore different communities and perspectives
- Persevere in the face of challenges to be a force for positive change

Portrait of a Graduate

WESTWOOD PUBLIC SCHOOLS • PK-22

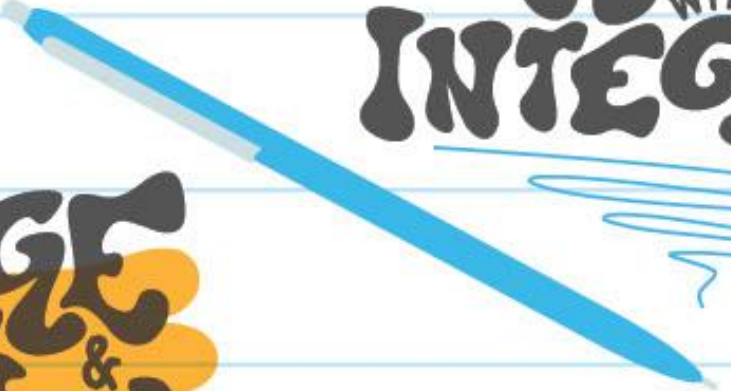


COMMUNICATE &
COLLABORATE



THINK
CRITICALLY &
CREATIVELY

ACT
WITH
INTEGRITY



ENGAGE
LOCALLY &
GLOBALLY

PORTRAIT OF A GRADUATE

WESTWOOD PUBLIC SCHOOLS • PK-22

COMMUNICATE & COLLABORATE



Collaborative communicators connect effectively across identities, cultures, and generations. They leverage their skills and voices to be productive speakers, listeners, writers, creators, and contributors.

THINK CRITICALLY & CREATIVELY



Critical and innovative thinkers possess the skills, knowledge, and strategies to be curious, continuous learners. They understand information, develop content mastery, solve problems, adapt to novel situations, and design their own paths.

ACT WITH INTEGRITY



Individuals with integrity are guided by a deep sense of self and compassion for others. They demonstrate authenticity, responsibility, and empathy in their decision-making and actions.

ENGAGE LOCALLY & GLOBALLY



Engaged learners connect with local, national, and global communities to be a force for positive change. They find purpose and joy in service to one another and our world, and in improving conditions for all.

Strategic Planning Update

Framing

Elements of the Strategic Plan:

- Focal Areas
 - The broad areas of focus for the district
- Strategic Priorities
 - Multi-year priorities aligned with our Portrait of a Graduate
- Action Steps
 - The specific steps to be taken aligned with our strategic priorities

Objective:

To develop a multi-year strategic plan for the Westwood Public Schools that supports our students in reaching the outcomes identified in our Portrait of a Graduate

Focal Areas

Focal Areas for Strategic Plan

- 1. Student Voice and Agency**
- 2. Authentic, Relevant Learning Experiences**
- 3. Rigorous, High Quality Core Instruction**
- 4. Robust and Healthy Learning Environments**

Student Voice and Agency

Strategic Priorities

- 1.1 Amplify student voice through student-centered classroom instruction
- 1.2 Support a culture of student belonging through positive relationships with adults and peers
- 1.3 Promote constructive school and community engagement through expanding structures and programming for students

Authentic, Relevant Learning Experiences

Strategic Priorities

- 2.1 Ensure all content areas include resources, figures, texts, and perspectives that represent the diversity of the human experience
- 2.2 Ensure that student learning experiences are authentically preparing them for life and work
- 2.3 Ensure an ethical and responsible approach to technology use through effective instruction and modeling

Rigorous, High-Quality Core Instruction

Strategic Priorities

3.1 Deepen focus on critical thinking and problem solving both in and across content areas

3.2 Ensure alignment among identified curriculum, instructional best practices, and student learning experiences

3.3 Implement a system of targeted, academic, social-emotional, and behavioral supports to meet the needs of all students

Robust and Healthy Learning Environments

Strategic Priorities

4.1 Strengthen the student experience and staff professional culture by developing formal feedback structures, communication plans, and implementation plans that engage students, staff, and families

4.2 Examine relevant curriculum, programming, and structures to ensure proactive support for student mental health and wellness needs

4.3 Deepen a culture of data-based decision making across schools and the district

4.4 Engage the community to prioritize, and then implement, identified recommendations from the district facilities master plan

Strategic Priority 1.1: Amplify student voice through student-centered classroom instruction

Action Step	Evidence of Implementation	Responsible	Timeline
Use classroom walkthroughs and peer observations to develop a unified understanding of what a student-centered classroom looks like	☐ Admin Council members explain features of student-centered classrooms in a consistent way ☐ School leaders explain indicators of strong student engagement, and observation of student voice in classrooms, in a consistent way	Superintendent, Admin Council	2025-2026
Communicate expectations to staff around the importance of student voice and student-centered instruction.	☐ District and school leaders consistently message the importance of student voice in communications and professional development with staff	Superintendent, Admin Council	2025-2026
Utilize educator evaluation rubrics to support consistent implementation of student-centered instructional strategies	☐ Revised educator evaluation process ☐ In walkthroughs and classroom observations, evaluators see increasing evidence of student voice and student-centered instructional strategies	Superintendent, Admin Council	2026-2028
Highlight exemplary practices for student-centered instruction and engagement, and conduct peer observations to promote growth of best practices across classrooms	☐ Peer observations are conducted ☐ Students have increased opportunities to lead their learning and to teach peers	Principals	2027-2028

Portrait of a Graduate

The skills and competencies we want to develop in our students

- Communicate and Collaborate
- Think Critically and Creatively
- Act with Integrity
- Engage Locally and Globally

District Strategic Plan

The district-wide priorities and actions for how we support students to achieve the Portrait of a Graduate

- Student Voice and Agency
- Authentic, Relevant Learning Experiences
- Rigorous, High-Quality Core Instruction
- Robust and Healthy Learning Environments

Instructional Focus

The focal areas for instruction and staff professional learning in concert with the District Strategic Plan

- Student Voice and Agency
- Universal Design for Learning

Summer Curriculum and Professional Learning

Summer Curriculum and Professional Learning

- 32 summer curriculum projects, with over 100 educators participating
- ~50 educators participating in district PD courses
- 25 new educators attending New Teacher Orientation

2025-2026 Professional Development Plan

WPS Professional Development Program

- Early Release PD Days
- 1 Full Day PD (Nov/Dec)
- After-school District Courses
- PD Partnerships and Tuition Reimbursement
- Leader Professional Learning

Early Release Days

District

Building Based

Department

District PD Focus

- October 1:
 - K-5: mCLASS Data Reporting and Analysis
 - 6-8: Choice of UDL Workshop
 - UDL Principles in Action
 - Building Agency with Feedback and Reflection
 - Designing a UDL Lesson

District PD Focus

- December 1:
 - Keynote Address
 - Educator-Led Sessions: best practices around UDL, Student Voice and Agency
 - Building-Based Sessions: applying the learning back to individual settings

After-School Courses

SUMMER	FALL	WINTER	SPRING
Deepen Your Science Understanding The Well-Oiled Wolverine: Plan Ahead to Save Time Building a Math Community Building Classroom Culture: Success Through Strategies	Peer Coaching The Psychology of Effective Teamwork Westwood Poetry Workshop: Who I Am and Where I'm From Reimagining Teaching Practice Empowering Students: Strategies for Executive Function Development K-12	Revisiting Multivariable Calculus with Desmos 3D Current Trends and Strategies in AI Ceramics: Connect, Communicate, and Create	Upstanders: Historical Examples of People Speaking Out for Social Justice Improv & Public Speaking: Building Confidence and Fostering Voice in Your Classroom Community Tai Chi: Perfect Mind-body Exercise

Facilities Study Communication and Outreach Plan

Background

In spring 2024, the Westwood Public Schools began work on a master facilities plan with two key goals:

- Goal #1: Identify capital improvement needs for schools across the district, and create a prioritized list of work with estimated costs
- Goal #2: Develop options for a long-range plan that addresses district-wide educational and facilities needs for our schools, with a particular focus on Thurston and Sheehan

Potential Solutions: Overview

Option:	1	2	3	4	5	6
Name:	Status Quo	Add Modulares	New 6-8 Middle School (Thurston)	New Elementary School (MJ/Sheehan)	Redistrict + New 6-8 Middle School (Thurston)	Redistrict + New 5-8 Middle School (Thurston)
Grades:	Existing	Existing	Existing	Existing	Existing	K-4 and 5-8
Detail:	CIP and maintenance only	- CIP and maintenance - Modulares at Thurston, Downey, MJ, Sheehan	- CIP and maintenance - Modulares at Downey, MJ, Sheehan - New 6-8 School (Thurston)	- CIP and maintenance - Modulares at Thurston, Downey, MJ (temp) - New K-5 ES (MJ/Sheehan)	- CIP and maintenance - Modulares or addition at MJ - Redistrict K-5 - New 6-8 MS (Thurston)	- CIP and maintenance - Modulares at MJ - Sheehan School is closed - New 5-8 MS (Thurston)
Needs Addressed:	ES Classroom Count ES Program Space ES 10-yr CIP MS Classroom Count MS Program Space MS 10-yr CIP	ES Classroom Count ES Program Space ES 10-yr CIP MS Classroom Count MS Program Space MS 10-yr CIP	ES Classroom Count ES Program Space ES 10-yr CIP MS Classroom Count MS Program Space MS 10-yr CIP	ES Classroom Count ES Program Space ES 10-yr CIP MS Classroom Count MS Program Space MS 10-yr CIP	ES Classroom Count ES Program Space ES 10-yr CIP MS Classroom Count MS Program Space MS 10-yr CIP	ES Classroom Count ES Program Space ES 10-yr CIP MS Classroom Count MS Program Space MS 10-yr CIP

CIP = Capital Improvement

ES = Elementary School

MS = Middle School

HS = High School

Key Decision Points and Timeline

Decision #1: Which school is the priority for the SOI?

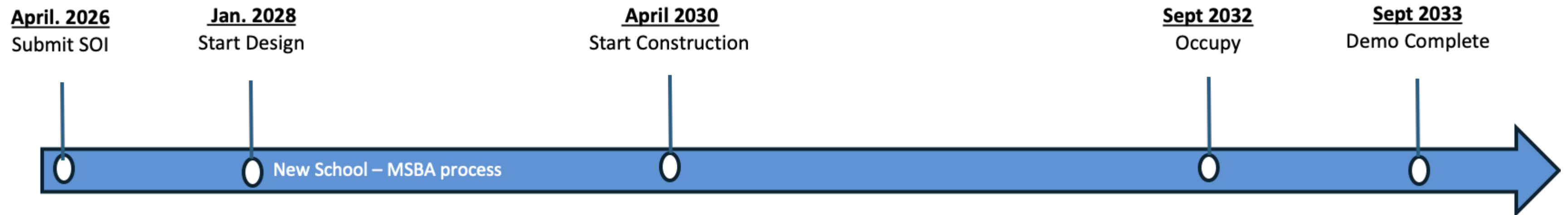
- Need to identify which school by end of December 2025
- January-March 2026
 - Complete Statement of Interest for priority school
 - SOI approved by School Committee and Select Board
- April 2026
 - SOI submitted to MSBA

Key Decision Points and Timeline

Decision #2: What are the key features of the priority school?

- Once accepted into eligibility with the MSBA, a feasibility study is conducted for the priority school
- Feasibility identifies key features:
 - New construction/renovation/repair
 - Size/enrollment/grade configuration
 - Location
- If accepted in MSBA pipeline in December 2026, these decisions are made by the end of feasibility in 2028-2029

Key Decision Points and Timeline



- With this timeline, construction borrowing for a new school project would begin in Fiscal Year 2031
- Occupancy would occur in September 2032

Outreach and Meetings

The first decision point comes at the December School Committee meeting, where the priority school (Thurston or Sheehan) is identified as the focus for a Statement of Interest for the MSBA to be submitted in April 2026.

In preparation for this decision, it is important to communicate about the facilities study and its options throughout the fall, and to gather feedback to inform the Committee's deliberations.

Outreach and Meetings

- School PTO Meetings
- Three public forums
 - Mid-October, in-person
 - Late October, via Zoom
 - Mid-November, in-person
- Regular email updates to families