

**WESTWOOD PUBLIC SCHOOLS
DRAFT STRATEGIC PLAN
ACTION STEPS**

FOCAL AREA 1: Student Voice and Agency

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	Superintendent, Admin Council	2026-2028

	instructional strategies		
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

Strategic Priority 1.2: Support a culture of student belonging through positive relationships with adults and peers

Action Step	Evidence of Implementation	Responsible	Timeline
Examine student belonging and climate data from a variety of sources (MWAHS, VOCAL, etc.) to assess efficacy of current efforts	☐ Student climate data trends are shared publicly (Wellness Committee, School Committee, Youth and Family Services), disaggregated by subgroups whenever possible ☐ Data is examined for evidence of positive relationships with adults, and with peers	Admin Council	Ongoing
Each school or grade span utilizes student belonging and climate data to inform maintenance, growth, and/or creation of school-based programming (e.g., Roots, Advisory, Restorative Practices, Responsive Classroom, Second Step, etc.)	☐ Student belonging goals are incorporated into all school improvement plans ☐ Data demonstrates increasing positive responses in student belonging, such as students having at least one positive adult connection in the school, having a strong peer group connection, etc.	Principals	Ongoing

Schools will use disaggregated data to identify priorities for SEL programming or supports that specifically serve students from historically marginalized backgrounds.	☐ School Improvement plans include goals that indicate how SEL programs/resources will be used to support students from historically marginalized backgrounds ☐ SEL data shows growth for students from historically marginalized subgroups	Principals	2026-2027
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Strategic Priority 1.3: Promote constructive school and community engagement through expanding structures and programming for students

Action Step	Evidence of Implementation	Responsible	Timeline
Each school or grade span utilizes student belonging and climate data to assess the effectiveness of current efforts to engage all students and inform the creation, revision, and/or growth of programming (e.g., Legislative Council, Student Council, Advisories, Peer Leaders, EPIC, etc.)	☐ Strategies to increase student engagement in school are reflected in school improvement plans ☐ Programs are created, revised, and/or grown based on data findings and the use of the equity decision-making framework	Principals	2026-2027
Promote student ownership of school culture by developing or expanding authentic student leadership opportunities (e.g., clubs, student government, advisory groups, affinity groups, student-led conferences, etc)	☐ Authentic student leadership opportunities exist at all levels ☐ Data demonstrates an increased sense of student efficacy in school processes	Principals	Ongoing
Develop and implement a systemwide	☐ Working group established	Assistant	2025-2026:

approach to student service learning opportunities across all grade levels	☐ Working group has gathered information/examples from other settings/programs ☐ Working group presents plan for implementation, and next steps	Superintendent, Director of EICP	Establish working group 2026-2028: Implementation
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FOCAL AREA 2: Authentic, Relevant Learning Experiences

Strategic Priority 2.1: Ensure all content areas include resources, figures, texts, and perspectives that represent the diversity of the human experience

Action Step	Evidence of Implementation	Responsible	Timeline
Develop and implement criteria to evaluate texts and resources in school- and classroom-based libraries for bias, and to ensure representation	☐ Audits of library collections occur regularly at each school, and criteria is used to evaluate proposed acquisitions ☐ Texts and resources are updated to ensure representation	Assistant Superintendent	2025-2026
Employ the anti-bias evaluative criteria in the curriculum review process, evaluating current programs, curriculum, and resources, as well as informing new resource acquisitions.	☐ All content areas are being regularly reviewed, through the Curriculum Review process, for representative texts and resources free from bias.	Assistant Superintendent	Ongoing

	☐ District curriculum is revised or created to address identified gaps in representation		
Schools and the district will highlight and celebrate diverse voices and perspectives as part of their culture-building programs and co-curricular opportunities (e.g., special programs, cultural calendar, assemblies/guest speakers, etc.).	☐ All schools utilize the Equity Resources Equity Resource folder to inform school-based culture-building efforts ☐ Creation or adaptation of the district culture calendar at each school ☐ The elementary disability awareness curriculum is revised in collaboration with community stakeholders and implemented consistently	Dir of Equity, Integration, and Comm Partnerships, Assistant Superintendent	Ongoing 2025-2027: Disability awareness curriculum revised and implemented

Strategic Priority 2.2: Ensure that student learning experiences are authentically preparing them for life and work

Action Step	Evidence of Implementation	Responsible	Timeline
Schools and the district will identify, expand, or develop curricular opportunities (e.g., interdisciplinary offerings, project-based learning, Dual Enrollment, internships, etc.) that include real-world problem solving, and authentic products of learning.	☐ Each school's School Improvement Plan includes a goal around authentic learning experiences	Principals, Department Heads, Curriculum Coordinators	2026-2027
Schools and the district will identify, expand, or	☐ Students at all levels have	Admin Council,	2026-2027

develop co-curricular opportunities (e.g., clubs, STEM week, Stock Market Game, service learning, etc.) that include real-world problem solving, and authentic products of learning.	co-curricular opportunities that offer experiences to prepare students for life and work	Department Heads, Curriculum Coordinators	
Educators ensure student learning/work reaches authentic audiences (eg., Poetry Slam, capstone project, portfolio assessment, etc).	☐ Each student experiences presenting a product of learning to an authentic audience at least two times each school year	Principals, Department Heads, Curriculum Coordinators	2026-2027 Planning 2027-2028 Implementing
Examine middle school exploratories model and program of studies, making recommendations for, and then implementing, changes that increase student exposure to real-world skills and information	☐ Recommendations for the middle school exploratories model reflect recent curriculum review outcomes ☐ Recommendations are presented to School Committee	Superintendent, Assistant Superintendent, Principal	2025-2026 Planning 2026-2027 Implementing

Strategic Priority 2.3: Ensure an ethical and responsible approach to technology use through effective instruction and modeling

Action Step	Evidence of Implementation	Responsible	Timeline
Provide ongoing professional development opportunities for staff on artificial intelligence and its impact on teaching and learning	☐ Courses/workshops offered through district PD program	Director of Technology, Learning, and Innovation	Ongoing
Review and revise academic integrity policies	☐ Revised policies are incorporated	Director of	2025-2026;

that reflect responsible student use of artificial intelligence	into school handbooks	Technology, Learning, and Innovation; Principals	Ongoing as necessary
Create a multi-disciplinary approach to ensure that all students develop an understanding of appropriate use of technology for educational and personal use	☐ Continued implementation of elementary DLCS classes ☐ Review and revision of technology instruction at all levels through Departmental and Curriculum Review Processes	Director of Technology, Learning, and Innovation; Assistant Superintendent	Ongoing
Gather data about the impact of electronic device policies at all levels, and regularly review the data to inform any future revisions	☐ Data is collected about the impact of electronic device policies, and used to inform revisions ☐ Principals and district leadership remain informed by state guidance and the latest research on electronic devices in schools, and use the data to inform revisions	Principals, Superintendent	Ongoing

FOCAL AREA 3: Rigorous, High-Quality Core Instruction

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

Action Step	Evidence of Implementation	Responsible	Timeline
Schools and the district will identify, expand, or	☐ Each school's School Improvement	Principals, Department	2026-2027

develop curricular opportunities (e.g., interdisciplinary offerings, project-based learning, Dual Enrollment, internships, etc.) that include real-world problem solving, and authentic products of learning.	Plan includes a goal around authentic learning experiences	Heads, Curriculum Coordinators	
Educators ensure student learning/work reaches authentic audiences (eg., Poetry Slam, capstone project, portfolio assessment, etc).	☐ Each student experiences presenting a product of learning to an authentic audience at least two times each school year	Principals, Department Heads, Curriculum Coordinators	2026-2027 Planning 2027-2028 Implementing
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
Develop and implement a district professional development plan that deepens the use of UDL and student-centered classrooms to enhance students' opportunities for critical thinking and problem solving	☐ PD Plan is developed and implemented ☐ Objectives communicated through PD are aligned with principal "look-fors" in classroom instruction	Superintendent Assistant Superintendent	2025-2026 2026-2027

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

Action Step	Evidence of Implementation	Responsible	Timeline
Use classroom walkthroughs to develop a unified understanding of what a student-centered classroom looks like, including features of Universal Design for Learning	☐ Admin Council members explain features of Universal Design for Learning in a consistent way ☐ Classroom walkthroughs conducted on a regular, ongoing basis	Superintendent Assistant Superintendent	2025-2026: Initial rollout of UDL districtwide Ongoing: Classroom walkthroughs
Communicate expectations to staff around the importance of Universal Design for Learning, and provide professional learning for all staff	☐ All-staff professional learning times are utilized for this goal ☐ Department meetings offer time and collaboration on connecting those best practices to teacher lesson planning	Superintendent Assistant Superintendent	August 2025: Opening day messaging to staff about UDL Oct/Dec 2025: Districtwide PD on UDL Ongoing: Continued UDL PD
Establish priority rubric indicators to support best practices in UDL and student-centered classrooms, and encourage building and department goals around those indicators	☐ Priority indicators are established and shared with Admin Council (at Retreat) and all staff (Opening Day) ☐ Joint Council participates in yearlong working sessions to engage with priority indicators and	Superintendent Assistant Superintendent Principals	2025-2026: Joint Council develops shared understanding and practice 2026-2027: Priority rubric indicators

	practice giving clear, actionable feedback around them ☐ Department meetings offer time and collaboration on connecting those best practices to teacher lesson planning		identified and implemented 2027-2028: Ongoing implementation
Through the Curriculum Review process, examine current written curriculum/programs for fit, fidelity, and student outcomes.	☐ Each content area has a written curriculum that is consistent with best practices ☐ District engages in a process to revise or update curriculum/programs found to be in need of revision ☐ Strengthen the Implementation/Assessment phase of the CR process to ensure instructional/student learning goals are met	Assistant Superintendent	2025-2026 - K-5 Literacy, Guidance, Performing Arts, Visual Arts 2026-2027 - K-12 Science

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

Action Step	Evidence of Implementation	Responsible	Timeline
Revise the District Curriculum Accommodation Plan (DCAP) to ensure a consistent approach	☐ DCAP is revised ☐ CST processes utilize the DCAP	Assistant Superintendent	2025-2026: Revise DCAP

to district-wide interventions and accommodations	and BCAP supports consistently ☐ Resources and training are aligned and equitable districtwide		2026-2027: Implementation
Define Tier 1 academic, social emotional, and behavioral expectations and resources, and implement Universal Design for Learning in all classrooms to reduce barriers to learning.	☐ All staff receive professional learning in UDL ☐ Evaluators reference priority indicators and give explicit feedback to strengthen UDL implementation in classrooms. ☐ Grade level teams and/or PLCs examine school, grade, and classroom level data to determine Tier 1 instructional needs	Superintendent Assistant Superintendent Principals	2025-2026: Shared definition and PD 2026-2028: Ongoing PD and observation
Define Tier 2 academic, social emotional, and behavioral expectations and resources, and create or revise existing structures and practices to ensure comprehensive Tier 2 access for all students.	☐ Coach and Interventionist roles are clearly defined and consistently understood ☐ Tier 2 instruction is aligned and equitable across schools ☐ CST processes are consistently implemented, and use benchmark and other data to determine Tier 2 entry and exit criteria	Superintendent Assistant Superintendent Principals	2026-2027: Shared definition; examination of structures 2027-2028: Implementation of revisions
Define Tier 3 academic, social emotional, and behavioral expectations and resources, and create or revise existing structures and practices to ensure comprehensive Tier 3 access for all students.	☐ The roles of special educators and general educators in providing tiered supports are clearly defined and consistently understood ☐ Tier 3 instructional resources are aligned and equitable across schools ☐ CST processes are consistently	Superintendent Assistant Superintendent Principals	SY27-28: Shared definition; examination of structures

	implemented, and use benchmark and other data to determine Tier 3 entry and exit criteria		
Utilize the District Data Team, Joint Council, and other district leadership teams to assess implementation of MTSS and to identify opportunities to strengthen structures and supports	☐ Leadership meetings regularly involve self-assessment of MTSS implementation ☐ A regular protocol is implemented to lift up areas for growth, and share with building and district leadership	Superintendent Assistant Superintendent	Ongoing

FOCAL AREA 4: Robust and Healthy Learning Environments

Strategic Priority 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

Action Step	Evidence of Implementation	Responsible	Timeline
Each school utilizes formal feedback structures from students, families, and staff to inform school improvement efforts	☐ Each school has identified methods for gathering student, family, and staff feedback ☐ Feedback is used to inform development of school improvement plans	Principals	Ongoing
In collaboration with the WTA, update and	☐ Joint evaluation working team	Superintendent	2025-2026:

revise the educator evaluation system	established ☐ Revisions to system are bargained successfully	Assistant Superintendent	Development 2026-2027: Implementation
Develop and implement a formal feedback structure for staff that informs the district's approach to professional development and human resources support	☐ Formal feedback structures (e.g., surveys) are administered to staff on a regular basis, at least annually ☐ Data from staff feedback is incorporated into improvement efforts for PD and HR support	Assistant Superintendent Director of HR	2025-2026: Develop feedback structures Ongoing: Implementation
Examine the goals and activities of the district's Professional Development Committee to strengthen alignment between district strategic priorities and engaging professional learning for staff	☐ PD Committee conducts a self-assessment ☐ PD Committee develops and implements goals identified through self-assessment	Assistant Superintendent	2025-2026: Self-assessment 2026-2028: Implementation
Develop and implement a district communication strategy that promotes actions aligned with the Portrait of a Graduate and District Strategic Plan	☐ Communications regularly include explicit references to alignment with Portrait of a Graduate and Strategic Plan ☐ New website implemented	Superintendent	Ongoing: Explicit POG, Strategic Plan Communication 2026-2027: New website launched

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

Action Step	Evidence of Implementation	Responsible	Timeline
Utilize the District Wellness Committee to assess efforts that support students' mental health and wellness (e.g., Cell Phone Task Force recommendations, SEL curriculum, School Start Times, etc.) and to identify future recommendations to proactively address student health and wellness needs	☐ Wellness Committee meetings regularly examine student mental health and wellness data ☐ Outcomes or action steps from committee meetings respond to newly identified student health and wellness needs	Assistant Superintendent Wellness Committee	Ongoing
Schools and the district will support student mental health and wellness as part of curricular offerings and co-curricular opportunities (e.g., expansion of wellness programs, assemblies/guest speakers, Safe Routes to School, etc.)	☐ Guidance Review process launches ☐ PE and Wellness Curriculum Review recommendations implemented ☐ Analysis and targeted expansion of co-curricular opportunities	Superintendent Assistant Superintendent Principals	2025-2027: Launch guidance review and develop implementation plan 2027-2028: Implement guidance recommendations Ongoing: Implement PE and Wellness recommendations Ongoing: Review of co-curriculars

Engage staff in professional development at all levels focused on continuing to develop classroom management and de-escalation skills and trauma informed practices for staff	☐ Critical staff are trained in SafetyCare de-escalation ☐ Professional development provided to staff on areas of focus in classroom management and trauma-informed practices	Director of Student Services Assistant Superintendent	Ongoing
Develop and implement a consistent approach to how levels and schools address student absenteeism	☐ Creation of a consistent districtwide process for attendance tracking and family outreach ☐ Schools conduct regular reviews of attendance data to determine efficacy of efforts	Superintendent Principals	2025-2026: Develop consistent processes Ongoing: Attendance data review
Strengthen our MTSS processes to use relevant data to identify students in need of Tier 2 and 3 mental health supports	☐ SEL data is examined in data team and/or CST processes ☐ PK-12 alignment in how SEL supports are allocated (intensity, duration, markers of success)	Principals	2026-2027: Focus on Tier 2 2027-2028: Focus on Tier 3

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

Action Step	Evidence of Implementation	Responsible	Timeline
Create a district-wide data team that will have responsibility for analysis of district-wide data to identify areas of district strength and opportunities for improvement	☐ Team is created ☐ Team develops essential data questions ☐ Team analyzes existing data sources to identify strengths in current collection practices and opportunities for further collection	Superintendent	2025-2026: Create Team, develop essential data questions 2026-2027 and ongoing -

	☐ Team develops data goals for future implementation		analysis, goals, and implementation
Develop systems to ensure consistency in how schools collect and track student data: academic, social emotional, and behavioral	☐ Implement new universal academic screener, K-5 ☐ Schools build leadership team and educator capacity in collecting and analyzing student data to inform instruction	Assistant Superintendent Principals	2025-2026: New screener Ongoing: Build capacity
Create school-based data teams that have responsibility for analysis of school-wide data to identify areas of strength and opportunities for improvement	☐ School-based data teams are created ☐ Teams develop essential data questions ☐ Teams analyze existing data sources to identify strengths in current collection practices and opportunities for further collection ☐ Teams develop data goals for future implementation	Principals	2026-2027: Pilot school(s) 2027-2028: All schools
Establish a district Data Analyst position to support the effective use of data at the district and school levels	☐ Budgetary funding is secured ☐ Data Analyst is hired ☐ Data Analyst works with Admin Council and District Data Team to support improvement efforts	Superintendent	2026-2027: Secure Funding 2027-2028: Implement

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

Action Step	Evidence of Implementation	Responsible	Timeline
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Develop and implement a two-way communication plan for the district facilities master plan and its options	☐ Plan is presented to School Committee ☐ Events (e.g., community forums) are held and feedback is gathered	Superintendent School Committee	Fall 2025
Identify a priority project for submission to the Massachusetts School Building Authority (MSBA)	☐ Priority school for SOI identified by School Committee	School Committee	December 2025
Prepare and submit a Statement of Interest for the identified project to the MSBA	☐ SOI approved by School Committee and Select Board ☐ SOI submitted to MSBA	Superintendent School Committee Select Board	January-April 2026
Partner with the MSBA to conduct a Feasibility Study for the identified project	☐ Project accepted into MSBA pipeline ☐ Building Committee established ☐ Project Team established ☐ Feasibility Study begins	Superintendent School Committee	Late 2026 through 2028
Determine the future disposition of Deerfield	☐ Deerfield Re-Use Committee makes recommendation to School Committee ☐ School Committee determines disposition	Deerfield Re-Use Committee School Committee	December 2025