

# WPS Strategy for District Improvement

1. Meaningful Learning Experiences

2. Coherent Connected Curriculum

3. Health and Supported School Community

4. Infrastructure for the Future

# Strategy for District Improvement

Each of the four objective areas has 3-4 high-leverage priorities to move us forward. The priorities are:

- focused on the instructional core
- interconnected and complementary
- reflective of the need to be both visionary and problem-solving

After identifying the year's priorities, the district leadership team operationalizes them by articulating action steps.

# Curriculum review cycles:

## **2.1 Map curriculum and provide professional development to support the alignment of social studies curriculum to state and national learning standards**

- Revise WHS Social Studies course sequence, create essential questions for American History, and develop options for additional electives in gr. 12 social studies.
- Map social studies curriculum for PreK-5 with unit topics, essential questions, learning outcomes and instructional resources that represent different viewpoints and experiences.

# Curriculum review cycles

**2.2 Conduct the math curriculum review process, with a focus on National Council of Teachers of Mathematics (NCTM) guidance on secondary course sequence and opportunities for enrichment and accelerations.**

**2.3 Initiate the curriculum review process for Library Media and Digital Literacy/Computer Science.**

# Address current needs:

## **3.3 Provide resources, programming, and structures to restore and support the well-being of students and staff as a community**

- Reset community norms and expectations regarding communication
- Re-establish wellness committee with initial focus on developing guides and processes to help connect community members with appropriate resources
- Work with PTOs and other community groups to revitalize opportunities for student social engagement (e.g. dances, field trips)

# Continue to improve and innovate:

## **1.1 Provide students frequent opportunities for input, choice, leadership, and engagement with real-world challenges**

- Develop student leadership training model to support new students' transition to high school

## **3.2 Create a school environment where all students are academically challenged, supported, and experience a sense of belonging**

- Continue to expand Unified Champions school programming

## **4.3 Develop processes and resources to hire, recruit, and retain a talented and diverse workforce**

- Based on last year's training and self-study work, revise and formalize new hiring materials, such as job descriptions, job postings, interview team training modules and interview questions.

# Move forward multi-year, long-range work:

## **4.1 Continue to engage the community in long-term capital planning for school buildings, including preparing for the consolidation of Hanlon and Deerfield**

- Ex. Create a staffing plan for consolidate Hanlon-Deerfield school, and incorporate in FY'24 and FY'25 budget development
- Engage in long-term financial planning with Town partners to identify long-term capital priorities, including articulating a strategic capital plan for the Sheehan School

## **4.2 In collaboration with municipal police and fire, continue to improve school security infrastructure, training, and protocols**

- Implement revised safety protocols (e.g. visitor protocol, active shooter, reunification plans), including training for staff and, where applicable, students.

# Continue to engage in structured, periodic reviews to get feedback from outside agencies:

## **4.4 Engage in multi-year NEASC accreditation and required DESE civil rights and special education program audits in order to ensure that district policies and practices align with state and federal laws and promote equitable outcomes for students.**

- Complete WSC policy review project and identify next steps from any updated policies.
- Complete all components of year one of the New England Association of Schools and Colleges (NEASC) reaccreditation process.
- Complete equity audit and incorporate recommendations in district strategic priorities.
- Complete required audit of practices pertaining to McKinney-Vento Homeless Assistance Act.
- Participate in MA DESE site visits and interviews as part of Civil Rights/Special Education audit.
- Receive the MA DESE Civil Rights/Special Education audit report and implement any identified changes or areas of corrective action.