Westwood

School Committee

July 10, 2025

Superintendent's Report

July 10, 2025

Strategic Planning Update

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

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

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
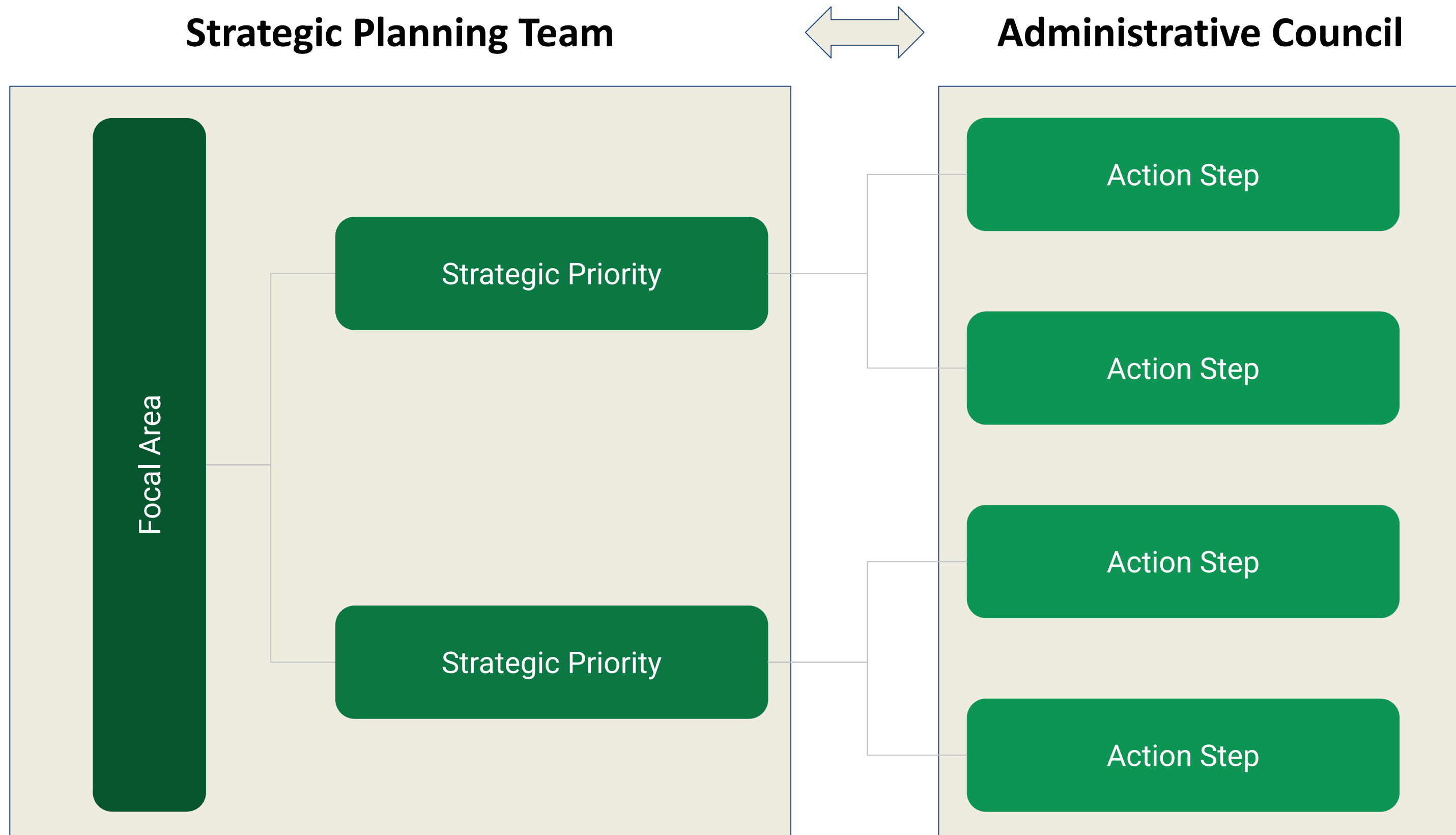
Framing

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

Structure

Strategic Planning Team ⟷ **Administrative Council**

- Focal Area
  - Strategic Priority
    - Action Step
    - Action Step
  - Strategic Priority
    - Action Step
    - Action Step

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 Learning Environments

Student Voice and Agency

As scholars in the classroom and as members of a dynamic community, students and staff alike are constantly asking: whose voice is being heard, and whose voice is missing? Educators design lessons and experiences that amplify the diversity of our students, encourage curiosity and creative thinking, and offer students a myriad of ways to demonstrate their learning. All students, at all levels, know their voice matters and actively contribute to the continuous improvement of the school system.

Student Voice and Agency

Strategic Priority 1.1:

Amplify student voice through student-centered classroom instruction

Strategic Priority 1.2:

Support a culture of student belonging through positive relationships with adults and peers

Strategic Priority 1.3:

Promote constructive school and community engagement through expanding structures and programming for students

Authentic, Relevant Learning Experiences

At all levels and content areas, students can confidently explain why what they are learning is important and how it is preparing them for future learning or life experiences. Educators collaborate with one another and with community partners to create interdisciplinary, project-based, and/or experiential learning experiences that culminate in authentic products, and culturally relevant learning for students. Students leave WPS feeling prepared for increasing independence both academically and in life.

Authentic, Relevant Learning Experiences

<u>Strategic Priority 2.1:</u>

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

<u>Strategic Priority 2.2:</u>

Ensure that student learning experiences are authentically preparing them for life and work

<u>Strategic Priority 2.3:</u>

Ensure an ethical and responsible approach to technology use through effective instruction and modeling

Rigorous, High Quality Core Instruction

Students learn critical content knowledge, as well as the transferable skills and habits of a lifelong learner. Educators are experts of their craft, exhibiting diverse perspectives, collaborating with colleagues to plan excellent learning experiences; students learning goals and activities are rigorous for every child, and aligned with standards and best practices. Carefully calibrated assessments demonstrate student progress towards mastery of those learning outcomes. Educators prioritize their own professional growth to continuously revise and improve their practice. Educators and school leaders are constantly analyzing students learning data to ensure all students are successful.

Rigorous, High Quality Core Instruction

Strategic Priority 3.1:

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

Strategic Priority 3.2:

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

Strategic Priority 3.3:

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

Robust Learning Environments

Our school buildings and educational resources work in tandem to support excellent instruction and deeper learning for all students. The culture in all learning environments is one that celebrates continuous growth and learning. Educators and students alike look forward to being in our spaces; they feel a sense of belonging, and share a collective responsibility for upholding the positive culture of learning.

Robust 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

Strategic Priority 4.2:

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

Strategic Priority 4.3:

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

School Handbook Updates

Westwood High School

- Changes to bell schedule to accommodate breakfast/mitigate the impact of late buses
- Graduation requirements updated to reflect Wellness for juniors/seniors
- Clearer references to district policies especially the bullying and harassment prevention policies
- Academic Integrity policy revision to reflect the challenges/realities/opportunities of agentic AI*
- Integrating the Portrait of the Graduate as appropriate
- Updates to social media policy based on cell phone task force recommendations

Thurston Middle School

- Adding explicit examples of AI use to the academic integrity policy (pg. 25)
- Strengthening attendance language, to encourage regular school attendance and change the culture around "excused" versus "unexcused" absences (pg. 4)

PreK-Elementary Handbook

- Created an Academic Integrity section (pg. 17)

- Strengthened attendance language, to encourage regular school attendance and change the culture around "excused" versus "unexcused" absences (pg. 13)

- Anticipated changes: updates to the Communicable Diseases and Returning to School section, to bring in line with current research and best practices