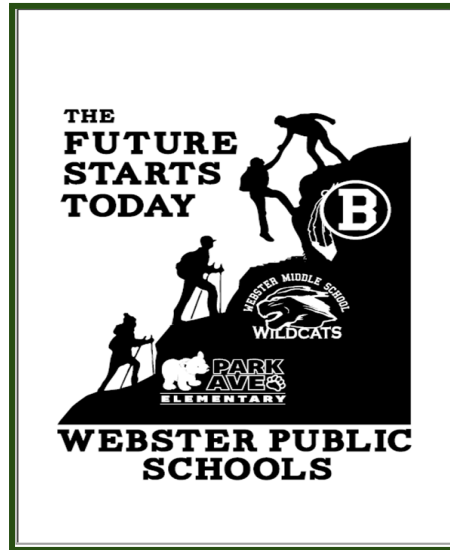


Webster Public Schools

District Plan Overview 2022- 2025



Mission

Our mission is to provide a quality education and a safe learning environment for all students and to empower them to succeed as responsible, productive citizens in an ever-changing global society.

Vision

Every student will achieve and together we can and we will make a difference with our students and community!

Core Values

- WE believe ALL students can and will learn.
- WE believe ALL students deserve respect and equitable opportunities for success.
- WE believe in the overall well-being of students both in and outside of school.
- WE believe achievement rates will increase when students are engaged.
- WE believe all decisions will be student centered.
- WE believe all students and educators are lifelong learners.
- WE believe we can and will provide quality rigorous educational opportunities with clarity, consistency of procedures and programming.
- WE believe ownership of the educational process is shared between all members of the Webster community.

Theory of Action

If ALL Teachers, ALL Staff, ALL Students, ALL Families, and ALL Administrators:

- Have a shared vision
- Provide clear expectations, consistent feedback to students and each other
- Participate in professional development and extended learning opportunities
- Create schedules that maximize core instructional time and professional learning time for educators
- Work collaboratively to align and update PreK-12 curriculum (all content areas and integrated arts)
- Engage students using effective research based instructional strategies
- Use benchmarks, formative, and summative assessments to monitor student achievement
- Take immediate action to close learning gaps with research-based interventions

Then, students will be provided with equitable opportunities to achieve at their greatest potential in the Webster Public Schools.

Webster Public School ~ Instructional Priority 2022-2023

*To create a sense of belonging and engage **all** students through on or above grade-level learning experiences where students do the majority of the thinking and have access to as-needed scaffolds to support their success.*

Strategic Objective : SENSE OF BELONGING

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| <p>1. Safe and supportive learning environments will be created in all classrooms and schools, by establishing clear and consistent expectations and systems of support that foster student learning.</p> | <p>2. Students will do the majority of the thinking and have access to as-needed scaffolds to support their academic success with on or above grade-level standards.</p> | <p>3. Celebration of diversity will be accompanied by equitable and culturally responsive instructional practices in all classrooms and schools.</p> | <p>4. Ongoing two-way communication will be established with all families. Everyone's efforts across the district will focus on strengthening family and community partnerships to support and enhance student learning and well-being.</p> |
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Strategic Initiatives

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| <p>1.1 The results from the PBIS Needs Assessment at each school will be used to re-set behavioral expectations and will be used as the baseline for growth.</p> <ul style="list-style-type: none"> - Results from Needs Assessment will be shared with the School Committee on November 22nd with PBIS school teams. - Periodic updates will be communicated through Principals report - Purchased Educators Handbook to track discipline/ behavior incidents | <p>2.1 Provide high-quality research-based curriculum materials to teachers and staff to ensure on or above grade-level standards are accessible to all learners.</p> <ul style="list-style-type: none"> - Literacy Reset - HQIM - Literacy across all content areas - MTSS Tier 1,2,3 - SEL curriculum - SEI strategies | <p>3.1 All teachers will utilize strategies in all classrooms to differentiate their instruction to ensure all students have equitable opportunities to high levels of student engagement with on or above grade-level standards.</p> <ul style="list-style-type: none"> - All Teachers will have access and utilize the Culturally Responsive Look-Fors - Administrators will review the Culturally Responsive Look-For and trends that they see in walk throughs with staff | <p>4.1 All educators will communicate frequently with all students' families in their language of choice and share important information about how their child is progressing. Research shows that family relationships with teachers improve student outcomes.</p> <ul style="list-style-type: none"> - All families will receive a phone call within the first two weeks of school to build relationships. - All documents will be translated for families that request (Home Language and Annual District Translation list). - One Call updated annually for translated messages. - Principals, Teachers, Superintendent will send home translated updates on a regular basis. - EL Student Success Plans will include family engagement; Grades 7 & up students will lead these meetings. |
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| <p>1.2 PBIS Teams will be established at each school to develop and lead building based initiatives focused on clarifying and unifying the developmentally appropriate behavioral expectations at each site. Everyone will be a part of this work: students, staff, custodians, administrative assistants, cafeteria staff, IT staff, families and administrators.</p> <ul style="list-style-type: none"> - The details will be documented in each school's Improvement Plan - Principals will highlight PBIS work in newsletters - Student of the Month PAE/WMS - Daily Shout Outs at BHS | <p>2.2 All teachers will purposefully plan lessons that are designed to allow for a student-centered classroom, where students are engaged in real-life and content driven activities that promote higher levels of cognitive thinking and actions.</p> <ul style="list-style-type: none"> - Admin., ILT, Academic Coaches and Peers will review lesson plans. - Admin. reviews lesson plans weekly - Learning Walks (TNTP/LAN, TNTP/GLEAM, Hill, SSOS, ILTs, Academic Coaches) | <p>3.2 Diversity will be celebrated and respected. A concerted effort will be made to overcome any unconscious biases that may inhibit our ability to understand and meet the needs of all students and therefore, inhibit student's choice in their educational journey.</p> <ul style="list-style-type: none"> - All students will have a platform to share their identity in all classrooms. - All students/families will have a voice in the selection of courses. - Professional development will continue to focus on trauma sensitivity, socio-economic acceptance, cultural responsiveness for students with various abilities, and/or linguistically diverse. | <p>4.2 Monthly family and student engagement activities will be planned by each school.</p> <ul style="list-style-type: none"> - Each school will have a calendar of events on their website. - Each school will have a Family Night to share with families how to access information on the new website (to be scheduled) |
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| <p>1.3 Social-emotional learning will be supported at each school in all classrooms. Counselors will be responsible for providing SEL curriculum at all schools.</p> <ul style="list-style-type: none"> - PAE & WMS Counselors teach SEL curriculum as part of the specialists rotations for all students - BHS addresses SEL through Advisory - WMS Counselors Monthly SEL Newsletter - BHS Monthly Beats includes information from Counselors | <p>2.3 All teachers will use student achievement data frequently to assess where students are at and what they need. This information will be frequently shared with students and parents/ guardians by teachers.</p> <ul style="list-style-type: none"> - DIBELS - i-Ready - Common Assessments - Benchmark Assessments - Formative and Summative data - MCAS - Frequent academic and social/emotional updates from teachers, guidance, Admin. | <p>3.3. Language Acquisition Teams will be established at each building. These teams will frequently report on the student's progress and obstacles with language acquisition.</p> <ul style="list-style-type: none"> - LAT (EL Teacher, Sped. Teacher, Counselor, Reg. Ed. Teachers and Admin.) monthly meetings are to analyze student data of EL students in comparison to their peers. - Program Flashlight 360 will assist with progress monitoring EL students. | <p>4.3 Transparency of Instruction.</p> <ul style="list-style-type: none"> - Post curriculum maps on website - Setting up parent / guardian workshops to guide families to learn about curriculum resources - Examples: ST Math Workshops, Literacy Nights, Innovation Pathway Nights, SEL events. - Share parent/ guardian communications from our curriculum. Example: Second Step Lessons have family connection letters. - Feature student work on the website with monthly updates. - Increase the amount of activity-based parent/ student nights at each school. |
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| <p>1.4 Classroom and building schedules will allow for frequent grade-level student assemblies to discuss and review student behavior expectations and celebrations.</p> <ul style="list-style-type: none"> - Assemblies will be used to teach /boost/reinforce and celebrate expectations to promote a positive and safe school community for students. - PAE Monthly Assemblies focused on Character Virtues - WMS Monthly Assemblies focused on PBIS expectations and ROAR Character traits - BHS Grade Level Assemblies | <p>2.4 All educators will provide students opportunities to explicitly make connections with what they are learning to potential career and college pathways, taking into consideration each student's interests and skills.</p> <ul style="list-style-type: none"> - Innovation Pathways - Naviance Career Exploration - College and Career Fairs - Unified Arts - STEM/STEAM - Mapfre Early Talent Program | | |
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| <p>1.5. Frequent communication with students, parents/guardians will ensure an understanding of behavioral expectations and happenings at each school.</p> <ul style="list-style-type: none">- Open House- Newsletters- Email Blasts- One Calls- Parent/ Teacher Conferences- Class Dojo/ Remind/ Google Classroom as two-way communications- Schools are tracking which families are not connecting through our systems and reach out to see how they want information- District wide Parent Acknowledgement Form of the Handbook asks parents how they want to receive information | <p>2.5 Professional development will be focused on supporting teachers to be innovative and creative with the high-quality curriculum tools they have been provided.</p> <ul style="list-style-type: none">- ½ PD days will be planned by the Building Admin., Academic Coaches, and ILTs.- Full PD days will be planned by the DLT. | | |
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| | <p>1.6 Instructional Leaders, Academic Coaches, Building and Central Office Administrators will be supported by TNTP/LAN, TNTP/GLEAM, Hill, SSOS. All parties will take action to support all educators with implementing high quality, engaging, on or above grade-level content to students.</p> <ul style="list-style-type: none">- Learning Walk protocols will be created. | | |
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Outcomes

1. When safe and supportive learning environments are created in all classrooms and schools by establishing clear and consistent expectations and systems of support that foster student learning, the following is anticipated:
 - Discipline incidents decrease/ increased time on learning (Educator's handbook data)
 - Attendance rates increase (Powerschool)
 - Graduation rates increase (Reports from DESE)
 - Dropout rates decrease (Reports from DESE)
 - Achievement rates improve (Multiple measures- Grades, i-Ready, MCAS, ACCESS)
 - Culture and climate improve
 - By the end of the year, 85% of students will show an increase in their sense of belonging as measured by school culture and climate surveys administered at BOY, MOY, and EOY.
 - In addition, 100% of students will be surveyed to determine the number of students who can identify at least one trusted adult within their respective school by the end of the year.
2. When students are doing the majority of the thinking and have access to as-needed scaffolds to support their academic success with on or above grade-level standards the following is anticipated:
 - Achievement rates improve (Multiple measures- Grades, i-Ready, MCAS, ACCESS)
 - Decrease achievement gaps for targeted student groups (special education, EL, Hispanic)
 - Increase student growth for all student groups
 - By the end of the year, 100% of the teaching staff will be evaluated and 85% of the teaching staff evaluated will demonstrate evidence of strategies that promote students doing the majority of the thinking
 - Measure mid-year and end-of the year evaluation data
3. When schools focus on the celebration of diversity accompanied by equitable and culturally responsive instructional practices in all classrooms and schools, the following is anticipated:
 - Students' connections to learning improve because they feel valued and respected (Measured by school culture and climate surveys administered at BOY, MOY, and EOY).
 - Achievement rates improve (Multiple measures- Grades, i-Ready, MCAS, ACCESS)
 - Attendance rates improve (Powerschool)
 - Culture and climate improve (Measured by school culture and climate surveys administered at BOY, MOY, and EOY).
 - Using the Culturally Responsive Look-For Indicators, 100% of the teaching staff will be observed and 85% of the teaching staff observed will demonstrate evidence of strategies from the Culturally Responsive Instruction Look-Fors.
 - Measure mid-year and end-of the year walk through and observational data
4. When ongoing two-way communication is established with all families and everyone's efforts across the district are focused on strengthening family and community partnerships to support and enhance student learning and well-being, the following is anticipated:
 - Family attendance at school events increases (Sign in sheets)
 - Student achievement rates will improve when families are investing in what is going on at school
 - Family events will increase at each school. In addition to Open House events, Parent Teacher conferences, and one more additional contractual evening event, each school will aim to have 2 additional family after-school or evening events.