



WINTHROP PUBLIC SCHOOLS

WINTHROP HIGH SCHOOL 2025-2026 IMPROVEMENT PLAN

VISION

Winthrop High School strives to ensure its graduates are able to become productive citizens of their town, their state, and their nation. To do this, the school has embraced the following learning objectives, on which students are evaluated quarterly. Taken together, they express a community vision for what we want our graduates to be, know, and do. According to the **Vision of the Graduate**, Winthrop High School students will become critical thinkers, effective communicators, conscientious citizens, and creative achievers.

CORE VALUES

PRIDE: Perseverance, Respect, Integrity, Dedication, Excellence

THEORY OF ACTION

IF we...

- Nurture a safe, supportive, inclusive, and collaborative learning environment
- Provide students with an engaging and rigorous curriculum with exemplary instructional practices that support and challenge students to reach their full potential through personalized learning opportunities;
- Engage the community in effective two-way communication in order to support student learning

THEN each student will develop the necessary skills to become critical thinkers, effective communicators, conscientious citizens, and creative achievers.

STRATEGIC OBJECTIVES		
1. High Quality, Rigorous Instruction, & Curriculum Alignment	2. Teach All Students in a Safe & Welcoming Environment	3. Professional Culture & Community Engagement

Strategic Objective #1: High Quality, Rigorous Instruction, & Curriculum Alignment				
Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2025-26)
1.1 Expand and invest in programs and practices that provide authentic student-centered learning.	Administrators Counselors Leadership Teams Teachers	Enhance the academic success of all students by aligning and enriching curriculum and instructional programs to ensure equitable access to high-quality learning experiences that promote college and career readiness.	Engage department teams in ongoing, collaborative curriculum development using the Understanding by Design (UbD) framework, ensuring vertical and horizontal alignment across core subjects and electives. Integrate evidence-based instructional strategies and diverse learning pathways to support varied student needs and aspirations. Provide targeted professional development to support curriculum writing, performance assessment design, and differentiated instruction practices.	Fully articulated and vertically aligned UbD curriculum maps for all content areas, including electives, available in a centralized digital repository. Observable increases in instructional coherence across departments, as evidenced by common assessments, interdisciplinary projects, and student performance data. Teacher reflections and feedback on curriculum implementation indicating improved clarity, consistency, and relevance of learning goals. Increased student engagement and performance on college and career readiness benchmarks (e.g., course completion rates, post-secondary planning metrics, MCAS/SAT growth, etc.)

1.2 Improve reading & writing outcomes by aligning curriculum and instructional best practice k-12.	Administrators	Ensure vertically and horizontally aligned literacy instruction that strengthens students' reading, writing, and analytical skills across all disciplines.	Finalize and implement UbD curriculum with embedded literacy benchmarks in all content areas. Launch and maintain a user-friendly digital platform for all UbD documents. Conduct quarterly curriculum review checkpoints and instructional walkthroughs to support implementation fidelity.	Completed and accessible K–12 UbD-aligned literacy curriculum across all subjects. Evidence of consistent literacy instruction observed in lesson plans and walkthroughs. Positive trends in literacy assessment scores (MCAS, internal benchmarks). Staff feedback on improved instructional coherence and student outcomes.
1.3 Institute and promote, coaching, peer observation and feedback opportunities vertically and horizontally, between school buildings to decrease learning	Administrators Leadership Teams Teachers	Strengthen instructional consistency and innovation through collaborative coaching and structured peer feedback systems across grades 6–12.	Implement a structured peer observation model and calendar for all departments. Facilitate vertical alignment sessions across middle and high school departments. Develop a clear vision and	Annual schedule of peer observations and collaborative planning sessions. Teacher-created vertical alignment documents and shared resources. Increased use of common assessments and shared rubrics across grades.

gaps and avoid repetition.			expectations document for cross-grade curriculum articulation and coaching goals.	Teacher survey data indicating improved practice and professional growth.
1.4 Support continuous curriculum development and instructional excellence with a shared vision for high-quality outcomes and expectations.		Build a culture of excellence in instruction and support through intentional transitions and targeted programming that reinforces student success from grade 8 to grade 9.	Launch a dedicated 9th Grade Transition Team to design and monitor personalized student supports. Define transition goals and systems of support for incoming students, including social, academic, and behavioral indicators. Implement an early-warning system to track 9th grade progress.	Established transition framework with clear goals and documented strategies. Regular meetings of the 9th Grade Transition Team with action logs. Improved grade 9 attendance, GPA, and behavioral data. Increased family engagement and feedback on student adjustment to high school.

Strategic Objective #2: Teaching All Students in a Safe & Welcoming Environment

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2025-26)
2.1 Integrate and expand social/emotional and safety supports, and resources for all students and staff.	Administrators Counselors Teachers	Create inclusive and emotionally supportive classroom environments by expanding co-teaching models and proactively identifying students for tiered	Sustain and expand implementation of co-taught classes in grades 9 and 10. Provide ongoing professional development in co-teaching models and inclusive practices.	All major content areas in grades 9 and 10 staffed with trained co-teaching pairs. Increased student access to inclusive academic settings with reduced referrals for separate instruction. PD participation logs and teacher

		academic and social-emotional supports.	Review student academic and behavioral data quarterly to adjust support placements.	reflections indicating strengthened collaboration and inclusive instruction. Improved outcomes for students in co-taught classes, including academic growth and increased engagement.
2.2 Expand programs and instruction that recognize and support the needs of students, staff and families in an increasingly diverse community.	Administrators Counselors Teachers Academic Support Center Advisors	Foster academic success and equity by growing support systems that reflect the linguistic, cultural, and learning diversity of WHS students and families.	Expand the After-School Academic Support Center and formalize schedules for subject-specific help. Recruit and train student peer tutors and ensure staff advisors receive ongoing support. Disseminate support center information broadly in multiple languages.	Increased usage of the Academic Support Center by diverse student groups. Formalized staffing structure with peer tutor training materials and attendance logs. Creation and distribution of a multilingual Academic Support Guide. Positive trends in student grades, homework completion, and course recovery.
2.3 Expand the efforts to support and assist students in navigating the world of technology in a way that is safe, respectful, and	Administrators Counselors Teachers	Improve digital citizenship, responsible use of technology, and school-to-home communication through expanded training and family	Analyze WHS family communication preferences and identify language/technology gaps. Provide tech-support nights for families, including PowerSchool Parent Portal training.	Updated database of family communication preferences and access levels. Increased number of families logging into PowerSchool and engaging in academic monitoring.

balanced.		engagement.	Promote student workshops on digital safety, ethics, and time management.	Student and family survey data showing improved confidence in digital communication and tech tools. Reduction in tech-related behavioral incidents; increased participation in digital literacy programming.
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Strategic Objective #3: Professional Culture & Community Engagement

Strategic Initiatives	Person(s) Responsible	Level-based Goal	Action Steps	Anticipated Outcomes & Evidence (2025-26)
3.1 Enhance the Professional Learning Community in rich professional development that ensures everyone's focus on high expectations and continuous improvement of professional practice.	Administrators	Strengthen the capacity of staff through targeted, job-embedded professional development aligned with educator needs and school improvement priorities.	Re-administer the staff PD survey at the start of the year to collect updated input. Use survey data to design and deliver differentiated PD opportunities (e.g., instructional coaching, curriculum design, SEL, and data literacy). Embed reflection and follow-up components within PD offerings to ensure relevance and impact.	Increased staff participation in PD sessions aligned with school and personal goals. PD calendar aligned to staff feedback and strategic initiatives. Reflection logs and follow-up implementation evidence from participants. Teacher evaluation data and student outcomes that reflect effective instructional change
3.2 Create more opportunities for	Administrators Teachers	Build and sustain	Continue International Parent Night	Two successful multicultural parent

community partnerships to enhance educational opportunities.	EL Staff Parent Liaisons	meaningful school-community relationships that support family engagement and celebrate the diversity of the WHS community.	series and broaden outreach to underrepresented groups. Share translated summaries of key events, curriculum info, and performance updates with families. Administer biannual stakeholder surveys to measure inclusivity and satisfaction.	events with documented participation and feedback. Increased attendance at school events among multilingual families. Survey results analyzed and shared, with identified action steps for improvement. Strengthened community partnerships with local organizations, cultural centers, and alumni.
3.3 Cultivate an expertise and skill set to strengthen a professional culture of excellence for effective teaching practices in our classrooms.	Administrators	Refine the teacher evaluation process to promote reflective practice, professional growth, and instructional excellence.	Implement the WHS-specific evaluation timeline and support guide developed in 2025/26. Conduct regular administrative calibration meetings to ensure consistency in evaluations. Integrate informal walkthroughs and coaching cycles into the evaluation system.	Document including WHS specific evaluation timelines and resources shared with staff. Consistent use of updated WHS teacher evaluation framework. Documented walkthroughs, feedback forms, and growth goals for all teachers. Admin team reflections and calibration notes that indicate aligned practices. Positive trends in teacher performance and student achievement