



## Strategic District Improvement Plan FY27-FY30

### Overarching Mission & Vision

We value the development of curious lifelong learners who are responsible, empathetic members of the community, demonstrating innovation through a wide variety of opportunities within inclusive, joyful learning environments that embrace their variability and honor their diversity.

We believe in preparing our students for active, positive participation as both local and global citizens by developing and fostering creativity, communication, collaboration, and critical thinking.

### Core Values

As an entire district, we embrace the SPIRIT core values initially developed by our six elementary schools:

- Safety- physical, mental, and emotional wellbeing
- Perseverance- fostering resilience and growth mindsets
- Inclusion- committing to equity for all
- Respect- both of ourselves and those around us
- Integrity- in our work, in our actions, in our choices
- Teamwork- collaborating with others toward a common goal

### Theory of Action

If the Westford Public Schools Strategic District Improvement Plan is clearly articulated with specific actionable initiatives, then the objectives can be effectively assessed and monitored through the annual improvement plan process.

If the individual School Improvement Plans are clearly aligned with the Strategic District Improvement Plan, then the priorities of the district will be consistently exhibited within each school.

If each school within the district articulates annual goals aligned with a current District Improvement Plan, then all of our educators can connect their goals during the Educator Evaluation process to the district initiatives which have the greatest impact directly on students within the classrooms.

**Strategic Objectives:  
Ensure Equity (1&2) & Promote Social Emotional Wellbeing (3)**

1. Continue to infuse our equity work into our curriculum, instruction and assessment-the heart of what we do- to ensure high quality learning experiences for every student	2. Assess our organizational structures to ensure equitable learning environments for all of our students	3. Prioritize mental health and wellness for all of our students and staff by exploring strategies to minimize academic and or social emotional “pressure valves” that negatively impact performance
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**Initiatives**

1.1 Incorporate the recommendations from the AIR Equity Audit by increasing consistency in Multi-Tiered System of Supports (MTSS) practices and the standardization of data utilization and protocols across the district.	2.1 Conduct the MSBA Feasibility Study process examining: *overall district elem programming *potential consolidations *grade level configurations *geographic assignment of students	3.1 Identify what can be removed or reimaged from the curriculum, calendars, and schedules while maintaining high expectations and standards
1.2 Expand and implement Universal Design for Learning (UDL) Framework districtwide ( <a href="#">WPS UDL Plan FY23-FY30</a> )	2.2 Assess the middle school programming and scheduling to ensure equity across schools	3.2 Increase the efficiency and effectiveness of how student progress is communicated to students and families
1.3 Ensure that the variability of all learners is prioritized as an asset and centered in discussions and decisions around instruction and learning	2.3 Develop a district-wide Portrait of the Learner/Graduate	3.3 Secure district wide resources that help support student skill development in fostering resilience and self-regulation
1.4 Ensure technology is used responsibly for enhancing learning without overshadowing critical thinking and social development skills	2.4 Assess the access and use of technology throughout the district and develop new guidance and expectations for regular review of resources that focus on technology use in classrooms	3.4 Develop targeted guidelines for students and staff to determine appropriate balance between digital and non-digital learning tools including recommendations for typical engagement around screen usage
1.5 Celebrate student work with the wider community to promote a greater understanding of current WPS curriculum, instruction and assessment practices	2.5 Ensure clear, consistent, and accessible communication with families regarding educational processes, supports, and services, in order to promote equitable access and meaningful participation for all students	3.5 Assess the WPS implementation of Collaborative Problem Solving and Restorative Practices on learning environments including how expectations are communicated to students, staff and families at each grade level