

Webster Public School

2025-2028

Strategic Plan

Learn - Grow - Lead

WEBSTER PUBLIC SCHOOLS

Learn Grow Lead

THE
FUTURE
STARTS
TODAY

DISTRICT STRATEGIC PLAN
2025 - 2028

WEBSTER MIDDLE SCHOOL
WILDCATS

PARK
AVE
ELEMENTARY



1

Create and sustain safe and supportive learning environments where every member of the school community feels respected, valued and secure, and each student can achieve academic and social-emotional success.



2

Establish, support and maintain shared expectations for inclusive instructional practices that promote student engagement, curiosity and deep learning.



3

Strengthen collaborative partnerships among and between families, schools, and the community to enhance engagement and improve student outcomes.

*Empowering every student to learn with purpose,
grow through challenge, and lead with integrity.*



Dear Webster Community,

It is with great pride that I share the Webster Public Schools 2025-2028 Strategic Plan. More than a roadmap, this plan is a shared commitment to our students, our families, our educators, and our future. Over the past year, we have engaged with multiple stakeholders. This new strategic plan represents the best thinking of a deeply committed group of students, teachers, support staff, administrators, families, and community members. As a Core Strategic Planning Team, we spent considerable time envisioning the future of learning in Webster. Together, we affirmed that every student deserves our commitment to these three priorities:

- Creating and sustaining safe and supportive learning environments where every member of the school community feels respected, valued and secure, where each student can achieve academically and social-emotionally
- Establishing, supporting and maintaining shared expectations for inclusive instructional practices that promote student engagement, curiosity, and deep learning
- Strengthening collaborative partnerships among and between families, schools and the community to enhance engagement and improve student outcomes

We also looked at the reality of our current status, which includes chronic underperformance at two of the three schools. Despite low accountability ratings, we are proud of the progress we have already made. We have strengthened our instructional practices, opened access to college and career pathways, and provided more inclusive support in every school. However, we know there is more to do.

This plan outlines our next chapter. It challenges us to remove barriers, close gaps, and create classrooms where every student is prepared for the future. It also calls on us to lead with purpose, creativity, and a shared sense of responsibility for every child in our care.

I invite you to explore this plan and participate in what comes next. When schools and communities work together, our students thrive. Together, we can fulfill the promise we have made to our young people, and to one another.

With gratitude and purpose,

Monique Pierangeli
Superintendent of Webster Public Schools

Webster Public Schools
District Strategic Plan
2025-2028

Mission

Empowering every student to learn with purpose, grow through challenge, and lead with integrity.

Learn - Grow - Lead

Vision

Webster Public School students are innovative problem-solvers and lifelong learners prepared to contribute to their society and persevere in an ever-evolving world.

Core Values

- Trusting relationships are built on open communication and collaboration.
- We all share responsibility for a safe, inclusive and respectful learning environment.
- We overcome challenges and achieve personal growth through hard work and persistence.
- Positivity inspires commitment and promotes success.

Theory of Action

If we build strong relationships, nurture a culture of respect and belonging, and promote perseverance and optimism, *then* students will develop the skills, confidence, and resilience to thrive as capable learners and contributors in an ever-evolving world.

Strategic Objectives		
<i>Safe and Supportive Learning Environment</i>	<i>Teaching and Learning</i>	<i>Family and Community Engagement</i>
Create and sustain safe and supportive learning environments where every member of the school community feels respected, valued and secure, and each student can achieve academic and social-emotional success.	Establish, support and maintain shared expectations for inclusive instructional practices that promote student engagement, curiosity and deep learning.	Strengthen collaborative partnerships among and between families, schools, and the community to enhance engagement and improve student outcomes.
Strategic Initiatives		
Define and articulate roles and shared responsibilities within the MTSS structure and provide annual training to staff regarding social emotional and behavioral best practices.	Establish, publish, and consistently reinforce clear expectations for curriculum planning, instruction, and assessment practices across all schools, ensuring alignment from district to classroom.	Develop and launch a communication framework and public relations campaign to create awareness, provide important information, and promote trust.
Develop appreciation opportunities/activities that promote and highlight contributions from all members of the school community to make all members of the school community feel valued.	Strengthen protocols, schedules, and facilitation tools to ensure purposeful collaboration during identified structured times (i.e. CPTs, PLCs) to intentionally plan and use data to drive instruction forward.	Engage families as partners in the school community and provide diverse opportunities for parent/family feedback and involvement.
Implement structured opportunities for staff to participate, collaborate, and engage in productive communication with leadership to strengthen trust and relationships.	Provide focused professional development for all staff to ensure the implementation of high-quality instructional materials and strategies to improve student achievement for all.	

Outcomes

- Student, staff and parent satisfaction surveys indicate 10% improvement (Year 1, 2, 3)
- Student behavioral incidents decrease 10% (Year 1, 2,3) based on Educator Handbook data
- Student attendance rates increase to 95% at all schools
- Staff attendance rates increase by 10%
- Student performance on academic benchmarks indicate an increase in at or above grade level and 3.4% increase for all students on ELA MCAS
- The number of families attending parent-teacher conferences increase by 10-30% (depending on school)
- The number of families attending school/district events increase by 10-30% (depending on school)
- The number of family responses on surveys increase by 20%
- Each school commits to two academic-focused family events per year

WPS District Strategic Action Plan 2025-2028

Strategic Objective #1

Create and sustain safe and supportive learning environments where every member of the school community feels respected, valued and secure, and each student can achieve academic and social-emotional success.

Strategic Initiative #1	Define and articulate roles and shared responsibilities within the MTSS structure and provide annual training to staff regarding social emotional and behavioral best practices.
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Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Year 1	Year 2	Year 3	Date
Define the WPS MTSS tiered system for academic, behavioral, and social-emotional supports, including a process for identification, matching students with appropriate interventions and monitoring progress.	SEB Team / Administration	X	X		12/2026
Present, Review and Provide targeted PD on WPS MTSS evidence-based interventions and progress monitoring.	SEB Team / Administration	X	X		1/2027
Complete and monitor the implementation of the MTSS system, including stakeholder surveys for feedback.	Administration		X		6/2027

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact.

Early Evidence of Change Benchmark
Documented evidence of MTSS implementation in districtwide data teams meetings (e.g., student support teams, data dives, and behavior data reviews), including bi-monthly review of the identification, matching, and monitoring of student progress.
Increase of positive student outcomes as a result of the implementation of MTSS Tiered Supports. ● Student behavioral incidents decrease by 10% (Year 1, 2, 3) based on Educator Handbook data ● Student attendance rates increase to 95% at all schools ● Increase in students performing at grade level or above across schools; 3.4% increase for all students on ELA MCAS
Increase in staff competency perceptions around MTSS as measured by stakeholder surveys for feedback.

Strategic Initiative #2	Develop appreciation opportunities/activities that promote and highlight contributions from all members of the school community to demonstrate that all members of the school community are valued.
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Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Year 1	Year 2	Year 3	Date
Create and implement structures and opportunities to regularly acknowledge and celebrate staff achievements.	School Based Faculty/All Administration	X	X		9/2026
Create and implement structures and opportunities to regularly acknowledge and celebrate student achievements.	School Based Faculty/All Administration	X	X		9/2026
Create and implement meaningful opportunities to recognize and engage families as valued members of the school community.	All Administration	X	X		6/2027

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark
Year-over-year increase in the percentage of students with <10% chronic absenteeism and percentage of staff maintaining >95% attendance.
Observe a 10 % increase in the positive indicators on school climate surveys
Decrease annual staff turnover by 15%
Increase in family participation & satisfaction in school/district events (Academic nights, parent conference, family events)

Strategic Initiative #3	Implement structured opportunities for staff to participate, collaborate, and engage in productive communication with leadership to strengthen trust and relationships.
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Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Year 1	Year 2	Year 3	Date
Create structures for staff to receive ongoing feedback outside of the formal evaluation process to increase the use of effective instructional practices.	School Based Walkthrough Teams/All Administration	X	X		6/2027
Strengthen New Teacher and whole faculty effectiveness by holding support sessions	All Administration	X	X		6/2027
Establish voluntary committees that provide staff with opportunities to engage in collaborative dialogue around school and district priorities, identify and address areas of need, and contribute ideas and solutions to support continuous improvement.	All Administration		X		9/2026
Create, monitor and support effective implementation of new PD and initiatives (surveys, pd committee, coaching, feedback, check in meetings, etc) to ensure positive impact on student learning.	All Administration		X	X	6/2028

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark
Increase the number of staff proactively seeking feedback by 20% (so that is measurable)
Increase staff participation on committees (surveys, check in meetings, etc)
15% improvement in "Strongly Agree" responses regarding leadership trust and climate on annual staff surveys.
Review and analyze the implementation data and identify targeted support measures

Strategic Objective #2

Establish, support and maintain shared expectations for inclusive instructional practices that promote student engagement, curiosity and deep learning.

Strategic Initiative #1	Establish, publish, and consistently reinforce clear expectations for curriculum planning, instruction, and assessment practices across all schools, ensuring alignment from district to classroom.
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Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

	Process Benchmark	Person Responsible	Year 1	Year 2	Year 3	Date
	Define and implement high-leverage, research-based instructional practices that are consistently expected in every classroom to support student learning.	District and building Instructional Leadership Teams	X	X	X	06/2028
	Develop a shared understanding and consistent use of assessment strategies, administration practices, and data-driven decision-making to improve student outcomes.	District and building Instructional Leadership Teams		X		06/2027
	Utilize instructional walkthroughs to monitor, support, and reinforce effective instructional and assessment practices across classrooms districtwide.	District and building Instructional Leadership Teams		X	X	06/2028
	Establish a structured timeline and process for regular review and refinement of curriculum maps to ensure alignment across grades levels and instructional coherence across grades and schools.	All Administration	X	X	X	06/2028

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark	
Increased consistency across classrooms/grades in the planning and implementation of research-based instructional and assessment practices that support student outcomes, as evidenced by CPT notes and observations.	
Measurable gains in student academic growth and achievement resulting from the implementation of effective lesson planning, instructional, and assessment strategies, as demonstrated through walkthrough data, formal and informal assessments, and curriculum implementation reviews.	
Increase of students scoring at "Meeting Expectations" or "Exceeding Expectations" on the ELA and Math MCAS Assessments by 3.4% (Look at DIPP measurable)	DIPP: ELA Expected Rates: 3.4 - 4.1% annual increase All Stud\3.4ents (↑3.4): 485.8 EL (↑3.7): 466.4 SWD (↑4.1): 469.2

Strategic Initiative #2	Strengthen protocols, schedules, and facilitation tools to ensure purposeful collaboration during identified structured times (i.e. CPTs, PLCs) to intentionally plan and use data to accelerate achievement for all students.
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Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Year 1	Year 2	Year 3	Date
Provide leadership training for ILT members focused on facilitation strategies, collaboration protocols, and data-driven instruction.	All Administration		X	X	06/2028
Provide Professional development on student performance data and how to use data to drive instructional moves and practices.	ILT & coaches	X	X	X	06/2028
Maintain and Strengthen CPT and PLC structures, by consistently monitoring collaboration protocols, instructional planning practices, and the use of student data to inform instruction.	All Administration	X	X		Implemented in 2026 Continue 06/2027
Establish structures to support consistent communication , collaboration and sharing of information, agendas, and updates, (with ongoing monitoring of their implementation and effectiveness?)	All Administration	X			06/2026

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark
Evidence that meetings (i.e. CPTs, PLCs) are consistently well-structured and focused on student outcomes, as demonstrated by lesson and instructional adjustments informed by student performance data and identified supports.
Evidence of intentional, data-driven planning that indicates teachers collaboratively refine HQIM, lessons, differentiate instruction, and address student learning needs as demonstrated by planning notes, walkthrough data and formal & informal classroom observations.
Increase in the Percentage of students demonstrating proficiency on Common Assessments

Strategic Initiative #3	Provide focused professional development for all staff to ensure the implementation of high-quality instructional materials and strategies to improve student achievement for all.
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Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Year 1	Year 2	Year 3	Date
Provide targeted professional development to ILT, Instructional Coaches, and Teachers to build content expertise and effective implementation of HQIM to support student academic achievement.	All Administration		X	X	06/2028
Monitor implementation of expected professional development outcomes.	Building Administration		X	X	06/2028
Monitor student outcomes resulting from professional development training that leads to adjustments to instructional practices.	Building Administration	X	X		06/2027

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark
Evidence that Instruction is regularly adjusted using student data, with evidence from planning, PLCs, and walkthroughs showing that teachers refine instruction and interventions to meet student learning needs.
ILT, coaches, and teachers demonstrate increased leadership by facilitating PD, leading PLCs, and supporting instructional planning to ensure consistent, data-informed instruction across classrooms.
High-Needs Student performance on benchmark assessments increases year over year, with more students meeting or exceeding proficiency targets due to improved, data-driven instruction.

Strategic Objective #3

Strengthen collaborative partnerships among and between families, schools, and the community to enhance engagement and improve student outcomes.

Strategic Initiative #1	Develop and launch a communication framework and public relations campaign to create awareness, provide important information, and promote trust.
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Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

	Process Benchmark	Person Responsible	Year 1	Year 2	Year 3	Date
	Investigate, Plan and Create a strategic roadmap that describes how WPS shares information with students, families, staff, and the community. It ensures messaging is consistent, transparent, and timely, whether for daily updates, newsletters, academic progress, or emergency alerts.	District Leadership Team		X	X	6/2028
	Highlight achievements of students, staff and families at school committee meetings for public recognition	Principals		X		6/2027
	Leverage social media to increase positive perceptions of the District across all community stakeholders	All Administration		X		6/2027
	Strengthen community partnerships	All Administration		X		6/2027

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark
Percentage increase in positive parent/family satisfaction scores regarding district transparency and trust.
Develop a partnership inventory
Increase in views of linked items on social media
Include community representation at schoolwide events

Strategic Initiative #2	Engage families as partners in the school community and provide diverse opportunities for parent/family feedback and involvement.
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Monitoring Progress

Process Benchmarks: What will be done, when, and by whom

Process Benchmark	Person Responsible	Year 1	Year 2	Year 3	Date
Increased Recruitment to elicit greater family participation in required groups, such as ELPAC, SEPAC, School Advisory Council.	All Administration		X	X	06/2028
Offer events at various times of the day	Event planners		X	X	06/2028
Connect with community partners ie. library, businesses	All Administrators		X	X	06/2028
Incorporate educational events for families into existing events/structures	All Administrators		X	X	06/2028
All schools engage in positive communication with families on a quarterly basis, via phone and in person conversations	All staff		X	X	06/2028
Continue family surveys and add exit surveys after events	District & School teams	X	X	X	06/2028
Create a calendar of events/monthly themes celebrating heritage and diversity.	District & School teams		X		06/2027

Measuring Impact

Early Evidence of Change: Changes in practice, attitude, or behavior you should begin to see if the initiative is having its desired impact

Early Evidence of Change Benchmark
10% - 30% annual increase in the number of families attending parent-teacher conferences and school-based educational events
20% increase in responses to surveys
"X" increase in the statement "My family/I have a safe and trusting relationship with the school" from Title I survey
Communication logs positive family communication
Each school commits to two academic focused family events per year