

Wayland Public Schools

District Improvement Plan 2019-2020

Goal 1: **U**sing Data Wisely

To strengthen the achievement of each learner through ongoing access to and use of data so that resources (funding, staffing and time) are allocated efficiently, accurately and effectively.

Goal 2: **N**urturing Early Childhood Development

To nurture early childhood development by fostering community structures and support services to meet the growing social, emotional and education needs of the children and families in Wayland.

Goal 3: **I**nfusing Technology and Design

To infuse technology and design throughout the curriculum with an emphasis on students building the skills they need to solve real world problems as they create, model and learn.

Goal 4: **T**raining Global Citizens

To train students to be productive global citizens of their country and the world by developing requisite skills, which include civility and proficiency.

Goal 5: **E**levating Achievement

To utilize existing systems of structured support and engagement in combination with new initiatives in order to elevate the academic achievement of all students.

Goal 6: **D**eepening Wellness Skills and Insights

To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities and safety.

UNITED Area: **E**levating Achievement—To utilize existing systems of structured support and engagement in combination with new initiatives in order to elevate the academic achievement of all students.

District Target Goal #1: Identify strategies and structures, across the district and within individual schools, that teachers use/need in order for all students to maximize their growth.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Increased teacher leadership opportunities in curriculum implementation	Assistant Superintendent and Curriculum Coordinators	2nd grade Teacher Leaders lead PLCs in the implementation of the science program	2019-2020 school year
1.2	Increase engagement of students of color through Leadership Councils at WMS and WHS	METCO Director and Diversity and Equity Coordinator	Students develop leadership and self-advocacy skills.	2019-2020 school year
1.3	Implementation of k-5 science curriculum	Building Principals	Increased use of hands-on science activities.	2019-2020 school year
1.4	Identification of new writing curriculum for 3-5	Assistant Superintendent and ELA Curriculum Director	Development of plan for the new curriculum in 2020-2021	2019-2020 school year

1.5	Continued support of Middle School standards based reporting efforts	Assistant Superintendent	Implement standards based reports on SIS system	2019-2020 school year
1.6	Deepening use of FUSE coaching model to support teachers in individualizing instruction	Director of Technology and Digital Learning	Six new Early Adopter teachers; eight Lighthouse teachers continuing from 2018-2019; four trained “Fellow” coaches (FY19 & FY20)	2019-2020 school year
Assessment of Progress ():				

UNITED Area: **D**eepening Wellness Skills and Insights—To deepen and strengthen students’ wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities and safety.

District Target Goal #2: Over the next three years, build a vertically-aligned, embedded social-emotional learning experience for all students, PreK-12.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Study most effective Tier 1 elementary SEL practices across the District at the k-5 level 2020-2021	Principals, Director of Student Services	Study of programming and possible selection of District’s priority Tier 1 curriculum for each grade level at the elementary level	2019-2020 school year
2.2	Provide coaching and outside experts to k-5 teachers to intervene with students who have social-emotional struggles	Behavioral Consultant	Improved feeling of equity	2019-2020 school year

2.3	Refine how specialized program for students with social-emotional disabilities is used at the k-5 level	Director of Student Services	Pilot of new model at k-2 level.	2019-2020 school year
2.4	Pilot the use of data platform across the District	Building Principals	Survey data	2019-2020 school year
2.5	Train and support parent group that will work towards a more inclusive community	Diversity and Equity Coordinator	1. Participant attendance at training 2. Development of mission statement of Parent group after the training	2019-2020 school year
2.6	Increase offerings of professional development courses regarding equity	Diversity and Equity Coordinator	District-wide common understanding of racial and cultural equity tools	2019-2020 school year
2.7	Deepen implementation of diversity hiring plan	Assistant Superintendent	Increased number of candidates of color for new teaching positions	2019-2020 school year

Assessment of Progress (as of June, 2019):

Activities in non-target goal areas

UNITED Goals	Examples activities
U sing Data Wisely	Piloting of new data platform for SEL and new displays of formative academic data
N urturing Early Childhood Development	
I nfusing Technology and Design	Support for continued coaching in integrating technology to support the use of individualized teaching strategies
T raining Global Citizens	Continued development of the Spanish Inclusion program

Elementary

School Improvement Plan 2019-2020

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UNITED Area: **E**levating Achievement—To utilize existing systems of structured support and engagement in combination with new initiatives in order to elevate the academic achievement of all students.

District Target Goal #1: Across the district, identify ways in which we can improve our knowledge of our students’ individual academic strengths and weaknesses; develop school-based plans to institutionalize those knowledge-gathering practices over time; and use that improved knowledge to increasingly individualize the supports, interventions and challenges we provide so that all students can engage in rigorous and engaging study and achieve maximum growth.

School Target Goal #1: Help teachers identify key pedagogical practices that provide opportunities for students to access enrichment level work when using the FOSS science lessons so that they can be identified and used to elevate engagement and achievement in like ways across curricular areas.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	During Learning Walks and observation times, observers identify key pedagogical practices used during Foss lessons that engage students in analytical and critical levels of thinking. Classroom teachers are participating in the learning walks this year in addition to administrators.	Principals, Classroom Teachers	Record what students do and say in response to the structures and roll out of FOSS lessons Examine end products and student reflections (written and/or verbal) about their learning during FOSS lessons	2019-20 School Year

1.2	Expand on our Google Doc identifying pedagogical practices during FOSS lessons that promote a growth mindset.	Principals, Curriculum Coordinators, Classroom Teachers	At select PLC meetings and staff meetings, establish how teacher practices during FOSS lessons could be infused into other academic learning times in order to elevate student learning to the high engagement, and critical and analytical thinking levels that occur as a natural part of the learning process during FOSS project-based learning.	October 2019-June 2020
1.3	Staff utilize this approach in non-science learning time that employs successful pedagogical practices identified during FOSS learning times.	Principals, Curriculum Coordinators, Classroom Teachers	Record what students do and say in response to the structures and roll out of successful identified pedagogical practices adopted from FOSS learning times. Examine end products and student reflections (written and/or verbal) about their learning during these cross-curricular learning times.	October 2019-June 2020
1.4	During extended professional development for grades 3-5, staff are learning to use the app Pocket Connie as they confer with students about independent reading practices.	Principals, Curriculum Coordinator, Classroom Teachers	Teachers will learn how to use a tool that guides them to differentiate reading comprehension instruction and to encourage a more robust reading appetite.	September 2019-June 2020
1.5				
<i>Assessment of Progress (as of June, 2019):</i>				

UNITED Area: **D**eepening Wellness Skills and Insights—To deepen and strengthen students’ wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities and safety.

District Target Goal #2: Across the three-year time span from 2018 - 2021, develop a thoughtful, vertically-aligned, embedded social-emotional learning experience for all students, PreK-12. This goal will support the individual student in developing their social emotional capacity to enhance their PreK-12 experience and support them in their post-graduate years.

School Target Goal #2: Systematically immerse mindfulness instructional practices into all aspects of the school day so that it becomes an essential part of the school culture.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Utilize the mindfulness approaches and strategies that Gabriel Baldwin taught at his residencies during whole community announcements, school meetings and classroom instruction which connects closely to the competencies of self-awareness and self-management.	Principal, Teachers	Mindfulness moments are occurring in each classroom on a daily basis. Students are more consistently utilizing mindfulness strategies to help self-regulate and match the size of problems with the size of reactions.	October 2019-June 2020

2.2	Ensure that all classroom teachers are leading twenty-minute morning meetings based on the philosophy of Responsive Classroom/Open Circle in utilizing all four aspects of a meeting (morning message, greeting, share and group activity)	Principal and Classroom Teachers	Ensure that morning meeting/Open Circle is listed in the schedule and consistently observing these meetings in a formal and informal manner.	October 2019-June 2020
2.3	Continue to prioritize key social language at each grade level which is consistently shared with families.	Classroom Teachers	Ensure that teachers are using the core vocabulary from our various social-emotional instructional resources (Open Circle, Social Thinking, Responsive Classroom, Zones of Regulations, Mindfulness, Habits of Mind, Collaborative Problem Solving) and consistently communicating it to families through newsletters and websites to support home-school alignment.	October 2019-June 2020
2.4				
2.5				
Assessment of Progress (as of June, 2019):				

Activities in non-target goal areas

UNITED Goals	Examples activities
<p>Using Data Wisely</p>	<p>Continue to utilize the data team analysis and RTI approach around progress monitoring to increase the strength of our diagnostic practice, resulting in more individualized, targeted interventions and an increase in the conversations around students who are meeting or exceeding benchmarks.</p>
<p>Nurturing Early Childhood Development</p>	<p>Building the connections and collaboration between preschool teachers in Wayland and kindergarten teachers from an academic and social curriculum standpoint to support the successful transition of students entering kindergarten.</p>
<p>Infusing Technology and Design</p>	<p>Successfully implement the 1:1 chromebook initiative at the third grade level in enhancing the engagement of the students with the curriculum and with one another.</p> <p>Continue to grow and develop proficiency with STEAM projects (Grades K-5) and FOSS Kit units (Grades K-1, 3-5) aligned to the new science standards utilizing the Engineering and Design process and an emphasis on project-based learning.</p> <p>Implement the FOSS Kit units (Grade 2) to ensure alignment with the new science standards.</p>

T rainning Global Citizens	<p>Through coaching and collaboration with the district's diversity and equity coordinator, Caroline Han, educate students about their roles and expectations as citizens in the larger community through our social competency program, multicultural literature, School Meeting presentations, community-based projects and culturally responsive practices.</p> <p>Continue to grow service learning projects that include a crucial research component in linking local, state and world-wide needs.</p>

Wayland Middle School

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School Target Goal #1: We are in year two of a multi-year process of transitioning WMS to standards based reporting in order to offer more specific, actionable feedback about students’ academic growth and performance.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Continue to develop, refine, and vertically align power standards in each discipline for each grade	Curriculum leaders and PLCs, supported by Betsy and George	Come to consensus around power standards to report out on in each discipline	Varies by department
1.2	Continue to align assessments that reflect progress towards power standards	Curriculum leaders and PLCs, supported by Betsy and George	Come to consensus around common assessments that will be used to reflect progress towards standards	Varies by department
1.3	Continue to meet with curriculum leaders to share and support one	Betsy, George and	<ul style="list-style-type: none"> - Share and build on one another’s successes - Troubleshoot challenges together 	Monthly

	another through process and challenges	curriculum leader team		
1.4	Engage in learning walks - invite Elementary and HS teachers to department meetings to see and offer feedback around our SBR process and product	Curriculum leaders, districtwide teachers	<ul style="list-style-type: none"> - Share ideas and practice across schools - Discuss how grading practices impact transitions across levels 	Winter
1.4	Experiment with ways to use eSchool for reporting (standards vs. competency views)	Teachers	Determine the benefits and drawbacks of ways of setting up gradebooks and reporting out in eSchool	October-June
1.5	Communicate to parents about our process - newsletter and middle and more coffee	Teachers & Betsy	Parents will understand how we are sharing feedback around progress towards standards and how standards-based reporting is a match for WMS' philosophy.	November

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School Target Goal #2: With direction from the last year’s SEL Mission Statement, Vision Statement, and district report, we will work to deepen staff ‘s understanding of SEL and expand our repertoire of useful strategies to support ourselves and our students’ social and emotional well-being. Interested staff will also pilot the Panorama SEL assessment tool.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Convene a WMS SEL committee to meet every monthly	Betsy and SEL team (teachers counselors and TAs)	<ul style="list-style-type: none"> - Review the District SEL report - Help plan for 1/8/20 PD ½ day Inservice - Develop Panorama surveys to use with staff and students - Pilot Panorama surveys in classrooms of volunteers - use data to inform next steps 	October-June
2.2	All staff Workshop by McLean’s Anxiety Management Program team	Richard, Betsy, Steve Farina, Presenters	<ul style="list-style-type: none"> - Educate staff around anxiety - Provide staff with strategies to use in the classroom 	September
2.3	Anxiety Management Newsletter	Betsy	<ul style="list-style-type: none"> - Share with parents highlights of what was learned at our workshop 	October
2.4	Gabriel Baldwin offers Weekly Mindfulness teaching	Interested staff and students	<ul style="list-style-type: none"> - Staff develops skills to incorporate mindfulness activities into their classrooms. Students build self-calming skills. 	Oct.-Jun.

2.5	½ Day Inservice on SEL 101	SEL committee and Betsy	<ul style="list-style-type: none"> - Discuss SEL report and dive into CASEL standards - Map what we are currently doing BERT to CASEL standards - particularly in the domain of Social awareness (perspective taking, empathy, appreciating diversity, respect for others) - Share resources - Determine areas of growth 	January
2.6	Explore SEL strategies in classrooms	Betsy, George, Curriculum leaders, teachers	<ul style="list-style-type: none"> - Utilize Gabriel's mindfulness strategies with interested teachers in the school - Pilot some lessons in TAG - Discuss and celebrate with leadership teams ways teachers are incorporating SEL into lesson planning 	Jan.-June

Assessment of Progress (as of June, 2020):

Activities in non-target goal areas

UNITED Goals	Examples activities
U sing Data Wisely	Year 3 of eSchool - How do we use it to support Standards Based Reporting?
N urturing Early Childhood Development	
I nfusing Technology and Design	Year 2 of FUSE work & piloting 6th grade computer science curricula
T raining Global Citizens	House Leaders Reading <i>Culturally Responsive Teaching & the Brain</i> - Make time in meetings to discuss DEI successes and challenges.

High School

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	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Continued progress on departmental “projects” whereby each department is studying a specific cohort of learners and implementing an instructional, curricular, or systemic change to elevate achievement.	Department chairs, Principal	This year, each team is creating and implementing an Action Plan based on last year’s research of their selected cohort of students. Data collection includes Learning Walks in the Social Studies department with consultant Ruth Chapman in November. The focus of this Learning Walk is student engagement in 9th grade heterogeneous Social Studies classes.	September 2019 - June 2020
Assessment of Progress ():				

UNITED Area: **D**eepening Wellness Skills and Insights—To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities and safety.

District Target Goal #2: Over the next three years, build a vertically-aligned, embedded social-emotional learning experience for all students, PreK-12.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Conduct in-house professional development for whole faculty on SEL competencies. This will include sessions on the CASEL Core Competencies (September), Anxiety in the Classroom (November), and the intersection between SEL and Culturally Relevant Teaching (January).	WHS Administration	Staff will gain useful tools and understanding for their work with students in the SEL realm.	September 2019 - June 2020
2.2	Develop new Advisory curriculum focused on establishing relationships, healthy communication, and other SEL competencies.	Advisory Committee	In our new structure for our Advisory program, we are using monthly Extended Advisories to delve into meaningful discussion topics while developing relationships on a near-daily basis among grade-specific groups of students. We will gather feedback from staff and students throughout the year as to content of Extended Advisory sessions and the	September 2019 - June 2020

			degree of connectedness staff and students are feeling in their groups.	
2.3	Establishment of the 9th grade FLIP program to help students increase communication and self-awareness skills.	FLIP Committee	We will gather feedback from 9th graders using the Panorama tool to understand their experience in FLIP and make subsequent tweaks moving forward. Expected outcomes are in the realm of communication, connection, and community.	January 2020 - June 2020
2.4	Collect data on current staff perceptions of SEL readiness, student self-perceptions. Possible broader deployment of the Panorama tool to collect SEL-related data from staff and students.	WHS Administration	We will use Panorama data to identify areas for growth for future PD sessions.	September 2019 - June 2020
<i>Assessment of Progress (as of June, 2019):</i>				

Activities in non-target goal areas

UNITED Goals	Examples activities
U sing Data Wisely	<ul style="list-style-type: none"> ● The WHS Administration continues to develop skills related to maximizing the data reports in our Student Information System to better track student attendance and achievement. With the onboarding process of two new Assistant Principals, trainings have been held in the fall and are scheduled for December 2019 in alignment with the eSchool updates. ● The WHS Administration and department leadership team is examining the use of the Panorama tool more broadly. Some teachers will be using it in their classrooms this year as a pilot.
N urturing Early Childhood Development	
I nfusing Technology and Design	<ul style="list-style-type: none"> ● We are engaging in our second year of participating in the FUSE program wherein two “Early Adopter” teachers will work with a FUSE Fellow from another district to learn about and implement new student-centered instructional strategies.
T raining Global Citizens	<ul style="list-style-type: none"> ● Through centralized curricular efforts and Winter Week events, we are celebrating the 100th year of Women’s Suffrage. Outside speakers, a “Timeline Tunnel” of local and national history related to this event,

and specific efforts in the Social Studies department will highlight the significance of women's suffrage as it relates to current events (#MeToo, women in the workplace, etc.).

- Working with our new Diversity and Equity Coordinator, Caroline Han, faculty are gaining new skills when it comes to supporting all students in their learning spaces. We also hope to facilitate a book group among our department leaders using Zaretta Hammond's Culturally Responsive Teaching and the Brain as a core text. Lastly, we look towards our January "Super Wednesday" as an opportunity to examine the intersection of SEL and Culturally Relevant Teaching and learn together important skills related to teaching/supporting all students.