



Wayland Public Schools

District Improvement Plan 2021-2022

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: **Elevating 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:



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In fall 2021, identify students' academic progress in the context of the pandemic, then utilize effective instructional practices to maximize individual student's academic growth during the 2021-2022 school year.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Utilize common assessment tools to measure student engagement, knowledge of subject matter, skills proficiency and other criteria determined at the building level.	Principals, Assistant Superintendent, Director of Teaching, Learning & Assessment, Curriculum leads	Grade-level and course-specific common assessments; analyses of assessment results	2021-2022-2022-2023
1.2	Support building-based teams, in the context of our 2021-2022 student schedule, in their use of data-informed practices to nurture students' academic and social-emotional growth.	Principals, Assistant Superintendent, Director of Teaching, Learning & Assessment, Curriculum leads	Feedback from building-based teams; examples of team practices	2021-2022-2022-2023
1.3	Create a district-wide team to collect and share data around struggling students, and develop pedagogical and budgetary recommendations to the Admin Council and School Committee to address learning trends.	Assistant Superintendent, Director of Teaching, learning & Assessment	Team reports; data analysis; budget recommendations; District-Wide Academic/SEL Survey	2021-2022-2022-2023

Assessment of Progress (as of April, 2021):

UNITED Area: Elevating 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 #2:



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Over the course of the 2021-22 and 2022-23 school years, identify and address structural and systemic obstacles so that there is equitable engagement of Black and Latinx students in advanced coursework. More diverse racial and cultural student backgrounds in a classroom enhance the learning experience for all students.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Start early using K-5 literacy and math assessments and teachers' observations to identify Black and Latinx students who show academic readiness and motivation to do advanced work.	Principals, Assistant Superintendent, Director of Teaching, Learning & Assessment, Curriculum leads, METCO Director	Assessment data; lists of identified students	2021-2022 - 2022-2023
2.2	In Year 1- implement the previously identified resources and support. Year 2 - identify monetary resources to sustain implementation for the future.	Principals, Assistant Superintendent, Director of Teaching, Learning & Assessment, Curriculum leads, METCO Director	List of identified resources and support; implementation of new resources and support/programs	2021-2022 - 2022-2023
2.3	Ensure that all staff engage in ongoing professional development to implement culturally responsive, anti-racist classrooms.	Principals, Assistant Superintendent, Director of Teaching, Learning & Assessment, Curriculum leads, METCO Director, Director of Diversity, Equity & Belonging (DEB)	Professional development offerings; feedback from teacher surveys	2021-2022 - 2022-2023
2.4	Include key stakeholders (e.g., METCO Academic Coordinators for Boston resident students) in course level change discussions.	Principals, Assistant Superintendent, Director of Teaching, Learning & Assessment, Curriculum leads, METCO Director, Director of	Course placement outcomes	2021-2022 - 2022-2023



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		Diversity, Equity & Belonging (DEB)		
2.5	Evaluate current course placement processes for rising 6th grade (if levels exist in 2021-2022 in 6th grade) and 9th grade students to ensure that Black and Latinx students have equitable access and opportunity to enroll in advanced or honors level courses. Continue Summer Bridge program for raising 9th and 6th graders.	Assistant Principals, Assistant Superintendent, Director of Teaching, Learning & Assessment, Curriculum leads, METCO Director, Director of Diversity, Equity & Belonging (DEB)	Course placement process; course placement outcomes; communication to families	2021-2022 - 2022-2023
Assessment of Progress (as of April, 2021):				



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District Target Goal #3: During the 2021-2022 school year, we will prioritize social-emotional well-being for students and staff in order to foster a compassionate and nurturing learning environment.

	Strategic Actions	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
3.1	Continue to teach and practice social-emotional skills using the updated core competencies and definition of SEL from the Collaborative for Academic, Social and Emotional Learning (CASEL).	Principals and Director of Student Services, Assistant Superintendent, Director of Teaching, Learning & Assessment	Professional Development session to review changes. Conduct surveys, including but not limited to the Panorama survey.	2021-2022
3.2	Sustain voluntary leadership opportunities that enable students to foster positive attitudes about self and build connections to peers and the school community.	Principals and Director of Student Services, Assistant Superintendent, Director of Teaching, Learning & Assessment	Extracurricular and during the day leadership opportunities	2021-2022
3.3	Provide ongoing support to staff to attend to their social-emotional needs given the significant impact of the pandemic on schools including professional development and optional support opportunities.	Principals and Director of Student Services, Assistant Superintendent, Director of Teaching, Learning & Assessment	Workshops with expert consultants in the area, i.e., Pam Garramone "7 Ways to be Happier"	2021-2022
3.4	Form a working group and host workshops for parents, caregivers and staff to identify ways to proactively address the issues of sexual harassment, bullying and racism.	Superintendent, Assistant Superintendent	Continue our partnership with REACH to hold sessions throughout the year	2021-2022

Assessment of Progress (as of June, 2020):



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Students learn to acquire, understand, and apply the skills, knowledge, and attitudes to develop healthy identities, manage their own emotions, achieve personal and group goals, feel and show empathy towards others, establish and maintain healthy relationships and make responsible and caring decisions.



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Activities in non-target goal areas

UNITED Goals	Examples activities
Using Data Wisely	
Nurturing Early Childhood Development	
Infusing Technology and Design	
Training Global Citizens	