

Winchendon Public Schools

Sustainable District Improvement Plan



Thad King, Interim Superintendent

November 4, 2021

Beliefs

We believe that...

- **The well-being of individuals requires the affirmation of their inherent worth and the development of their unique potential.**
- **A foundation for success is dependent upon a sense of safety and belonging.**
- **Growth happens when you step out of your comfort zone and overcome your fears.**
- **Perseverance promotes success.**
- **Education belongs to the individual forever.**
- **Common ground promotes momentum.**
- **In a changing world, a successful society fulfils its responsibility to support the health, adaptability, and diverse perspectives of its members.**

Mission

The mission of the Winchendon Public Schools, in full partnership with our community, is to ensure each student possesses the skills, knowledge and habits necessary to persevere and realize their unique potential to become contributing members of society through:

- **A safe, positive, inclusive environment that promotes an appreciation of diversity and sense of community**
- **A system of supports incorporating meaningful opportunities for social, emotional, and academic success**
- **Positive collaboration with home and families**
- **A culture of possibility with a focus on preparedness for the future**

Vision

The Winchendon Public Schools actualize the promise of education. We fulfill our collective responsibility to provide all students the opportunity for social, emotional and academic success, ensuring each graduate is equipped with the skills, knowledge, and habits necessary to persevere and realize their unique potential.

We believe that every individual can achieve at high levels. This belief is reflected in the high expectations we set for students and ourselves, both in our schools and the community. We share a common vision of effective instruction. Driven by data, educators work together to challenge and engage all students in every class every day. Our district and schools support our teachers to provide each student with the support they need for academic success and personal well-being.

We share a culture of possibility. Respectful interactions among all stakeholders enable students to thrive, fostering a positive relationship with the community, and positive images of the schools.

Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration. The district has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

Strategic Objectives and Initiatives	Measurable Goals and Action Steps	Who? (Who is responsible? Who will support?)
A. The District will strengthen collaborative teaming structures at the town level, district level and in each school.		
Establish structures to guide collaborative discussions at District Leadership Team meetings, in Instructional Leadership Teams, Common Planning Time/Teams, and other standing teams and committees	<p>The DLT will establish a district assessment calendar. (Fall 2021)</p> <p>The DLT will identify shared protocols to support LASW, data review and analysis, at ILTs and CPTs. (Fall 2021)</p> <p>The DLT will ensure that school-based CPT is used to gather & review LASW data as measured by CPT agendas. (Monthly)</p>	Superintendent & DLT
The Superintendent, Town Manager, Finance Committee, and School Committee will strengthen their collaboration and the district's financial systems and budgeting processes to support student learning.	<p>The Superintendent and Town Manager will meet bi-weekly.</p> <p>The Superintendent will provide budget reports to School Committee on a monthly basis.</p>	Superintendent & School Committee
B. The District will support administrators' success as instructional and organizational leaders.		
Provide school leaders with the autonomy and authority to improve teaching and learning. Provide school leaders with the ability to make strategic use of staffing, scheduling, and budgeting autonomy to focus work on implementing their turnaround plan or other improvement efforts to improve the quality of teaching and learning at the school.	<p>The District Leadership Team will identify district procedures and processes that need to be clarified/established. (Fall 2021)</p> <p>Develop clarity and consistency re: these identified district procedures, and document those procedures in a policy/procedures manual. (Spring 2022)</p>	<p>DLT</p> <p>Superintendent, DLT</p>

	<p>Focus District Leadership Team meetings on the teaching and learning work of this Sustainable Improvement Plan, but also reserve time to support leaders with operational challenges and crises that would otherwise derail the school improvement process. (Monthly)</p>	<p>Superintendent</p>
<p>Provide sufficient, consistent opportunities to administrators to establish mutually supporting, consistent systems and structures; to develop a shared understanding of the strengths and needs of the system; to level-set on key expectations and to become a collaborative team.</p>	<p>Central Office and building leaders will commit to five NCSLP trainings over the course of the year (October, December 2021, February, April 2022), and to ongoing participation in monthly NCSLP coaching sessions.</p> <p>DLT will agree on common protocols and procedures for supervision and evaluation. After protocols are established, the district will provide professional development support in order to ensure robust and consistent implementation. (Fall 2021)</p>	<p>DLT</p> <p>Superintendent, DLT</p>

Turnaround Practice #2: Intentional practices for improving instruction. The district employs intentional practices for improving teacher-specific and student-responsive instruction.

Strategic Objectives and Initiatives	Measurable Goals and Action Steps	Who? (Who is responsible? Who will support?)
A. Provide defined expectations for rigorous and consistent instructional practices		
<p>Identify clear instructional foci and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Support teachers to implement and strengthen those practices.</p>	<p>The DLT will provide professional development on the identified shared set of Instructional Look-Fors and expectations for instructional best practices during the Professional Development day and will continuously support administration with school based implementation. (Fall 2021)</p> <p>Each school will implement effective, evidence-based best practices, as measured by classroom walkthroughs and observations.</p> <p>The DLT will support School Leaders in the creation/implementation of professional development as needed to support teachers to align practice with expectations articulated in instructional look-fors.</p> <p>Each school will identify a high leverage area of growth within the domain of diversity, equity and inclusion (DEI) and will initiate professional learning focused on that area. (Fall 2021)</p>	<p>DLT</p> <p>Building Principals, Director of Instruction</p> <p>DLT</p> <p>Building Principals, building-based DEI teams</p>
<p>Develop and implement a district-wide Literacy Improvement Plan</p>	<p>With the participation of key constituencies, the district will have drafted a comprehensive District-Wide Literacy Improvement Plan. (Spring 2022)</p> <p>Once completed, goals from the District-Wide Literacy Improvement Plan will be integrated into the district's</p>	<p>DLT</p>

	Sustainable Improvement Plans and implemented over a multi-year timeframe.	
B. Continue targeted efforts to establish a standards-aligned curriculum.		
Review current curricula to determine quality, alignment to standards and vertical alignment.	<p>Determine where the district currently does and does not have high-quality, standards-aligned curricula.</p> <p>Identify the highest priority content areas for curriculum adoption in each grade span.</p> <p>In those priority areas, research available curricular products and undertake formal curriculum adoption processes, including piloting of the strongest options. Select curriculum materials for adoption; plan for implementation, including:</p> <ol style="list-style-type: none"> 1. Investment in selected materials, some of which may be implemented right away and some of which may be implemented later 2. Professional development and coaching to support implementation of curricula in one or more of these content areas. 	<p>Director of Instruction</p> <p>Principals & ILTs, Director of Instruction</p> <p>Principals, Director of Instruction & content area teams</p>
C. Support building administrators in providing observations that lead to constructive, teacher-specific feedback, supports, and professional development		
The District Leadership Team will establish a defined and professionally valued system for monitoring and enhancing classroom-based instruction across the district. The system includes frequent observations of instructional practice and the impact of instruction on student work, team based and job-embedded professional development, and teacher-specific coaching, when needed.	<p>Provide professional development on effective supervisory practices at DLT meetings. (Fall 2021)</p> <p>Provide building-based coaching to support implementation of effective supervisory practices throughout the 2021-2022 school year and potentially beyond.</p> <p>All evaluators will have met District Leadership</p>	Superintendent

	<p>Team-determined benchmarks for # of classroom/teacher observations. (Winter/Spring 2022)</p> <p>All evaluators will have met District Leadership Team-determined benchmarks for # of classroom/teacher observations. (Spring 2022)</p> <p>Once curricula have been selected for adoption, the DLT will support schools to deliver embedded, impactful PD that supports their successful implementation</p>	<p>Superintendent</p> <p>Superintendent</p> <p>DLT</p>
<p>D. Collect, analyze, and share data to tailor educational and support strategies to improve student learning.</p>		
<p>The District will assist building-level teams in improving instructional practice through the use of data. School-based teams will consistently use student results on benchmark, common assessments, and state assessments to make decisions regarding school-wide practices to improve teaching and learning.</p>	<p>TTE, MMS & MHS will meet or exceed accountability targets as set by DESE for All Students and the Lowest Performing Students group. (Summer 2022)</p> <p>The DLT will audit the match between our assessment tools and our assessment needs. Where the tools do not meet our needs, we will supplement with new tools or replace those currently in use.(Winter 2021)</p> <p>The District Leadership Team will set aside time on a quarterly basis to analyze student assessment data and to use that data for improvement planning.</p>	<p>DLT</p> <p>Director of Instruction, DLT</p> <p>Superintendent</p>

Turnaround Practice #3: Student-specific supports and instruction to all students. The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

Strategic Objectives and Initiatives	Measurable Goals and Action Steps	Who? (Who is responsible? Who will support?)
A. Create and/or revise the protocols and systems used to analyze student data to provide appropriate academic, behavioral, and emotional student support		
The District Leadership will research, develop and implement effective Student Support Team (SST) strategies and protocols in order to author an SST manual that will be utilized at all district schools.	<p>The DLT will disseminate potential protocols to instructional leadership teams in order to develop consensus on which to utilize moving forward. (Winter/Spring 2022)</p> <p>Finalized documents will be completed by Summer 2022.</p> <p>Effective professional development will be offered to pertinent staff prior to the beginning of the 2022-2023 school year in order to ensure robust implementation.</p>	<p>DLT</p> <p>Director of Instruction</p> <p>DLT</p>
B. Strengthen practices to ensure that students with disabilities are receiving effective instruction and appropriate services.		
Conduct an independent review of substantially separate programs' design and practice.	<p>A consultant will complete a comprehensive, independent review of Student Services and intervention programming, including a review of substantially separate programs' design and practice. (Winter/Spring 2022)</p> <p>Analyze findings of review to ensure prioritized recommendations regarding substantially separate programs are considered as part of the budget cycle and can be implemented in SY 2023. (Winter/Spring 2022)</p> <p>Drawing upon the audit, develop a longer-term plan of action to strengthen programming. Moving forward, integrate strategies to implement this plan into the district's SIP.</p>	<p>Director of Student Services</p> <p>Director of Student Services, DLT</p>

C. Provide student-specific supports and Tier II and Tier III interventions informed by data and the identification of student-specific needs.		
<p>Research and determine effective Tier II and Tier III intervention and progress monitoring programs that would allow for K-12 systematic data analysis.</p>	<p>On an ongoing basis, the DLT will support schools in the development of clear scaffolds that will be implemented to support student learning by providing teachers with grade and content level specific guidance.</p> <ol style="list-style-type: none"> 1. Develop a shared understanding of what an MTSS is, and how it should be structured at particular grade spans 2. Review the match between current Tier 2 and 3 intervention tools/resources design, and the desired outcomes we hope to obtain by their use. 3. Investigate Tier 3 literacy and math intervention programs; select programs for K-12 adoption, and purchase those programs 4. Schedule professional development for special education and other Tier 3 interventionists to enable program roll-outs 5. As indicated, investigate Tier 2 literacy and math intervention resources for adoption to supplement or replace existing programs and tools 6. As needed, schedule professional development for interventionists and classroom teachers, to enable them to implement any additional Tier 2 materials that have been adopted 	<p>Director of Instruction, ad hoc committees</p>

Turnaround Practice #4: School Culture and Climate. A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

Strategic Objectives and Initiatives	Measurable Goals and Action Steps	Who? (Who is responsible? Who will support?)
A. Provide appropriate wraparound services and coordinate supports with external partners		
Improve family access to existing, available services and supports	Complete and then distribute a comprehensive Community Resource Guide to all families. (Fall 2021)	Director of Instruction, Executive Assistant to the Superintendent
Implement a systemic strategy to understand the needs of students and families to support education through wraparound services (e.g., health, housing referrals).	<p>The district will assess the needs of all students, families and staff through Conditions for Learning surveys. Based on the results, the district will support schools in providing resources to families, as needed. (Fall 2021)</p> <p>Throughout the 2021-2022 School Year, the District will support schools in the identification and establishment of effective social-emotional resources and supports and expanded learning opportunities for students in need of such supports and assistance.</p>	<p>Director of Instruction, DLT</p> <p>DLT</p>
B. Ensure schools are safe and supportive learning environments		
The District will support school leaders and staff in teaching and reinforcing social emotional skills (i.e., self awareness, self-management, social awareness, positive relationship building, and responsible decision making).	<p>During the 2021-2022 School Year, the district will provide supports to each school in order to meet the following criteria:</p> <p>1) Expectations for conduct are clearly understood by all staff and students;</p> <p>2) Responses to conduct issues are applied consistently and equitably;</p>	DLT

	<p>3) Responses to behavior issues do not exclude students from academics/support;</p> <p>4) Schools review conduct data on a regular basis and use that data to adjust practices</p>	
C. Strengthen family and community relationships		
<p>The district will support schools in creating asset-based family and community engagement strategies while improving overall district outreach and communication.</p>	<p>During the 2021-2022 School Year, the district will provide supports to each school in the following areas:</p> <ul style="list-style-type: none"> a) By the end of the year, creation of a space at each school that is accessible to all families and provides information about services that support achievement and nonacademic needs. b) Support schools in the planning of activities to engage families and community members. 	DLT, Building Principals
D. Provide Diversity, Equity & Inclusion professional learning		
<p>District Leadership Team and District DEI Task Force will continue to engage in professional learning focused on DEI</p>	<p>On an ongoing basis, DLT will receive training from Radical Empathy over the course of the year.</p> <p>On an ongoing basis, DEI Task Force will receive training from Radical Empathy over the course of the year.</p> <p>Institute school-based DEI teams tasked with developing and implementing goals around racial equality and culturally responsive practice.</p> <p>Each school leader will have access to consulting support from Radical Empathy around managing complex DEI issues that arise.</p> <p>DEI teams will be supported by Radical Empathy on an ongoing basis to develop and implement goals.</p>	Director of Instruction

