

Westfield Public Schools - Strategy for Continuous Improvement

2016-2017

Vision				
Westfield Public Schools will collaborate with families to provide a rigorous 21 st century program that promotes continuous academic, emotional, and social growth and enables students to achieve personal success in order to become self-sufficient global citizens.				
Theory of Action				
If we design and implement a rigorous 21 st century instructional program aligned with staff development, then our students will achieve a high level of success as evidenced by multiple measures.				
Strategic Objectives				
A. Develop a systematic process using <u>data</u> to ensure effective use of resources	B. Create a district vision and plan for integration of <u>technology</u> into the educational environment	C. Design <u>high-quality learning experiences</u> in all educational settings that engage students and enable access for all learners	D. Provide a continuum of <u>academic and social / emotional supports</u> to meet the needs of all learners	E. Build positive <u>climate and culture</u> to promote high expectations and develop successful learning environments

District Strategic Initiatives

Build capacity with Student Data Management systems across the district	Form a Tech Committee representing all stakeholders to develop a vision, conduct a needs assessment and create a plan to address professional development, integration in the educational setting, integration in the work setting, and technology as a communication tool	Continue implementation and evolution of classroom walkthroughs	Provide for the health, wellness, and safety of all students and staff	Celebrate the successes of the Westfield Public Schools and share the good news in various venues
Use data to inform decisions in the areas of budget, grants, staff development, program development, staffing, and student growth and achievement	Develop a plan to phase in online assessment across grade levels	Explore the components of Universal Design for Learning as a Leadership Team in order to determine a systematic plan for teacher roll out in 2017-2018	Provide staff development and resources that support the Massachusetts Tiered System of Supports	Maintain a regular schedule of visits by District Administrators to all school sites
Create a protocol (including when, how, and by whom) for distributing student assessment data to all stakeholders	Establish a Bring Your Own Device Policy (BYOD)	Provide administrators and teacher leaders with an instructional focus detailing expectations for student engagement and opportunities for calibration of evaluation	Identify, provide, and support community resources for all stakeholder groups	Identify examples of high functioning organizations and their practices around climate and culture

			Engage families in partnership to support their children in a variety of ways	Engage families in partnership to increase connection to and involvement in the district
School - Strategic Initiatives - Southampton Road School				
Use Illuminate data to form flexible groupings for differentiated instruction and planning within the classroom. Recalibrate groupings as needed through progress monitoring and observations.	Investigate and use engaging apps in literacy and math centers that mirror skills and strategies being taught in the classroom.	Design high quality learning experiences with established expectations that are rigorous and engaging within the differentiated groups.	Mindfulness Training for all staff members to implement it in their classrooms to teach students how to regulate their emotions	Provide free family nights to promote community
Use data meetings to drive instruction and select students for strategic tier II interventions. Monitor progress of selected students and make movements as needed.	Integration of technology for student assessments and specific interventions that target needed skills and strategies.	Explore vertical planning	Continued development of school-wide PBIS tiers I & II	Include parents in our PBIS plans to promote common language and expectations.