

MINUTES OF WESTON SCHOOL COMMITTEE ONLINE MEETING - 9:00am October 8, 2021

Full Recording: [Weston.vod.castus.tv/vod/](https://weston.vod.castus.tv/vod/) (Find timestamps for each section in parentheses)

Documents Used and Approved At Meeting

- [Draft Country and Woodland Elementary School 2021-2022 School Improvement Plans](#)
- [Draft Field Elementary School 2021-2022 School Improvement Plan](#)
- [Draft Weston Middle School 2021-2024 School Improvement Plan](#)
- [Draft Weston High School 2021-2022 School Improvement Plan](#)
- [Former \(rescinded\) Policy DJE](#) and [Updated Policy DJE](#)

Call to order & Opening Business

A meeting of the Weston School Committee is called to order by Ms. Anita Raman, Chair. Also participating were Mr. Ken Newberg, Vice-chair, and Ms. Attia Linnard, Ms. Alyson Muzila, and Ms. Danielle Black of the School Committee; and Dr. Midge Connolly, Superintendent; and Dr. J. Kimo Carter, Assistant Superintendent of Teaching and Learning; and Dr. Lee McCanne, Director of Technology and Libraries; and Ms. Sheri Matthews, Assistant Superintendent for Finance and Operations; as well as the three Elementary Principals: Dan Green of Field School, Erin Maguire of Country School and Jennifer Faber of Woodland School.

Ms. Raman welcomes attendees to their virtual meeting, and reviews the agenda, including the presentation and discussion of school improvement plans from the Elementary School Leaders. She also discusses the future timeline for school improvement plan presentations, suggesting that the district follow a similar schedule as this year going forward with presentations each Fall.

Superintendent's Update (1:40)

Dr. Connolly provides an update from the Board of Health Meeting, explaining masks will remain required in K-8 schools indefinitely. The Board will revisit WHS mask policies in early November.

Woodland, Country, and Field School Improvement Plan Presentations and Discussions (3:15)

Principal Faber introduces their joint presentation, previewing elements of the plans. She invites Principal Green to begin their joint presentation by sharing slides and reviewing three strategic initiatives of 1) Innovative Instruction for all students, 2) Diversity, Equity, and Inclusivity, and 3) Communications and Community Connections. For each of these three focus areas, the K-5 principals highlight key elements and action steps involved, alternating speakers across slides.

For the first goal, Principal Green gives detailed examples involving teacher training, curriculum supports, and more. Principal Maguire discusses data teams, classroom support teams, social and emotional learning, classroom environments, and more. For the second goal, Principal Faber discusses developing various systems and practices across all schools to best support all students, and more. For the third goal they all discuss connections to various other elements of the community, with the colleagues adding to and building on each other's ideas throughout the presentation. As they continue to present together they discuss various community engagement

considerations, and highlight key communications systems and practices, such as regular forums, newsletters, and more. Principal Green then brings their presentation to its conclusion.

Ms. Raman thanks the school leaders for their presentation and commends their collaboration. She asks about elementary Math curricula and school leaders respond, discussing that further. Ms. Linnard also praises the presentation, emphasizing alignment between and across schools. They go on to discuss coaching, curricula, instructional practices, teacher evaluations and more. Other committee members raise comments and questions, including from Ms. Muzila regarding data, instructional supports, and connections across schools; as well as Ms. Black regarding MCAS data. School and district administrators respond to each point. Ms. Johnson also asks about academic excellence which they discuss, including a brief anecdote from Principal Green. Committee members bring the discussion to an end expressing confidence in the three schools.

Approval of Improvement Plans for all Five Schools, Woodland, Country, Field, Middle and High:
(1:05:30)

Ms. Raman invites a motion to approve the draft school improvement plans from all five schools.

MOTION: Ms. Linnard moves to approve all five school improvement plans and Ms. Muzila seconds the motion. The motion is unanimously approved with Ms. Linnard, Ms. Muzila, Ms. Black, Mr. Newberg and Ms. Raman each voting “aye” in favor of approving these five Annual School Improvement Plans.

Other Business (1:07:25)

Ms. Muzila asks about getting an update regarding student and parent survey data results at a future meeting and Dr. Connolly responds, explaining the timeline for data analysis and reports. There will be a presentation for the committee later in the month regarding those survey results.

Additionally, Ms. Raman introduces a proposed update to the Purchasing and Bidding Policy, that changes numbers in the policy to be in line with state policies. This policy is coded

MOTION: Ms. Linnard moves to approve the policy as updated and Mr. Newberg seconds the motion. The motion to approve the updated policy and rescind the old policy passes unanimously with Ms. Linnard, Ms. Muzila, Ms. Black, Mr. Newberg and Ms. Raman each voting “aye” in favor.

Adjournment

MOTION: Ms. Muzila makes a motion to adjourn the meeting and Ms. Linnard seconds the motion. The committee votes unanimously to adjourn with Ms. Linnard, Ms. Muzila, Ms. Black, Mr. Newberg, and Ms. Raman each “Aye” in favor of adjournment.

**Country and Woodland
School Improvement Plan
2021-2022**

WPS Strategy 1: Innovative Instruction For All Students		
Action Steps	Measurable Outcomes	Status
<p>A. Plan and provide at least eight Culturally Responsive Education (CRE) training sessions focusing on building learning partnerships and supporting students' information processing.</p> <p><i>(Principal, CRE leadership team)</i></p>	<p>At least eight school-based CRE sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRE training sessions, May 2022</p> <p>CRE strategies for building learning partnerships and supporting students' information processing observed in visits of practice in 2021-2022</p>	
<p>B. Incorporate CRE, Responsive Classroom, and Teaching for Equity and Inclusivity strategies into goal setting and coaching playbooks. Provide support for teachers practicing these strategies.</p> <p><i>(Coaches, Principals, Directors, Department Heads, Curriculum Specialists)</i></p>	<p>80% of teachers incorporate at least one of these strategies in either their professional practice or student learning goals, Fall 2021</p> <p>Playbook of key practices constructed in summer 2021</p> <p>Increased number of coaching cycles with teachers on these key practices in 2021-22</p> <p>Evidence of increased use of these practices when observing classroom instruction in 2021-22</p>	
<p>C. Ensure that all educators know both the content and practice standards for their content area(s). Support teachers in integrating content and practice standards into their lesson objectives.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Principals, Directors and Department Heads, Curriculum Specialists, Coaches)</i></p>	<p>More than 80% of observed lessons contain objectives that are clearly derived from at least one content standard and at least one practice standard in 2021-22.</p> <p>Data will be gathered and reflected in Visits of Practice for each educator.</p>	
<p>D. Form school-based working groups, determine how best to integrate social emotional learning into academic instruction. Develop a set of SEL competencies as a basis for lesson objectives and</p>	<p>An agreed upon set of SEL competencies upon which lesson objectives can be based, shared with faculty and staff in all schools, and communicated to the public, by June</p>	

<p>share the SEL competencies with faculty and staff.</p> <p><i>(Director of District Advancement, Principals/Asst. Principals, Department Heads and Directors, Coaches, Grade Level Leaders)</i></p>	<p>2022</p>	
<p>E.Complete the three-year Calkins <i>Reading Units of Study</i> roll out for grades 3-5. Emphasize the curriculum-supported workshop model and how it helps with differentiated, individualized learning.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Principals, Literacy Curriculum Specialist, Instructional Coaches)</i></p>	<p>In 2021-2022, all K-5 classroom teachers are teaching reading through Reading Units of Study and Foundations (phonics) curricula in a workshop model</p> <p>Student reading data in Spring 2022 shows improved growth and a reduction of students falling below benchmarks and needing intervention</p>	
<p>F.Launch and begin to roll out the Primary Source <i>Cornerstones for Civic Engagement</i> social studies curriculum for grades 3-5.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Elementary Principals, Science/Social Studies Curriculum Specialist)</i></p>	<p>In 2021-2022, all 3-5 classroom teachers collaboratively plan for and teach at least two <i>Cornerstones</i> units (approximately half the curriculum)</p> <p>Student and educator feedback on the efficacy of the new curriculum in spring 2022</p> <p>Metrics developed for measuring student growth in civic engagement by spring 2022</p>	
<p>G.Provide professional development for the <i>Illustrative Mathematics</i> curriculum for grades K and 1 and evaluate the curriculum.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Principals, Math Curriculum Specialist, Instructional Coaches)</i></p>	<p>In 2021-2022, all K-1 classroom teachers collaboratively learn about, plan for, and teach mathematics using <i>Illustrative Mathematics</i> as a curricular resource</p> <p>After an analysis of student assessments and teacher feedback, elementary educators and administrators will decide whether to begin roll-out of <i>Illustrative Mathematics</i> for grades K-5 in 2022-2023</p>	
<p>H.Create/enhance a consistent system of data teams and classroom support teams across all three elementary schools to identify students in need of support, create groups for targeted intervention, monitor student progress, and improve the classroom environment to support all learners.</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Principals)</i></p>	<p>Data teams in all three elementary schools follow a consistent, regular process to identify and support students needing intervention and to monitor their progress throughout 2021-2022.</p> <p>Using a needs based intervention model, we will be able to ensure all students in need of and receiving intervention show growth in target areas.</p>	

WPS Strategy 2: Diversity, Equity and Inclusion

Action Steps	Measurable Outcomes	Status
<p>A. Develop a set of school-wide practices that every teacher will use to welcome students back to in-person learning in September 2021. These practices include knowing names and pronunciations, greetings, icebreakers, class rituals, and other community building activities.</p> <p>https://www.cultofpedagogy.com/relationship-building/</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals)</i></p>	<p>Introduction of practices at August faculty meetings.</p> <p>Grade level teams will collaborate to support and plan for continued use of practices.</p>	
<p>B. Create/enhance a consistent system of classroom support teams across all three elementary schools to identify students in need of support, create groups for targeted intervention, monitor student progress, and improve the classroom environment to support all learners.</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Principals)</i></p>	<p>Classroom Support Teams (CST) at each Elementary School will meet weekly with the goal of supporting classrooms in need targeted strategy intervention.</p> <p>Responsive support teams (RST) will meet monthly at each Elementary School with the goal of enforcing Tier 1 supports and Responsive Classroom practices.</p>	
<p>C. Each school establishes a positive behavior support plan that explicitly outlines what taking care of self, others, and community, looks, feels, and sounds like for students and educators. Backing up this support plan is guidance for educators in setting expectations and supporting students.</p> <p>Example: https://drive.google.com/file/d/1x4qmiSZw2swCKsu9HDkMicuKUvEMDiSf/view?usp=sharing</p> <p><i>(Director of District Advancement, Principals and Leadership teams)</i></p>	<p>Positive behavior support plans and backing guidance for educators developed and/or enhanced by June, 2022</p>	
<p>D. Utilize Responsive Classroom practices that promote democracy in the classroom; for example, student voice, including providing academic choice, including students in developing rules and guidelines, and providing interactive learning structures.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals, Directors and Department Heads, educators)</i></p>	<p>Evidence of democratic classroom practices found in over 80% of visits of practice during the 2021-22 school year</p>	

WPS Strategy 3: Communication and Community Connections

Action Steps	Measurable Outcomes	Status
<p>A. In partnership with the PTO, develop at least one event per school whose purpose is to bring the school community together and celebrate its diversity.</p> <p><i>(Principals, event organizers, PTO)</i></p>	<p>Community-building events for each school scheduled throughout the 2021-22 academic year to include possible Movie Night, BINGO, Picnics, etc.</p>	
<p>B. Distribute monthly family newsletters and host family forums to provide information about specific and relevant topics.</p> <p><i>(Principals)</i></p>	<p>Monthly newsletters will be sent via email and posted on each school's website. We will monitor how many families attend forums and check for correlation between attendance and topics.</p>	
<p>C. Continue all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</p> <p><i>(Principals, Responsive School Team Members)</i></p>	<p>Each monthly all school meeting will be connected to a school-wide SEL focus. Throughout the remainder of the month, we will monitor for implementation through visits to classroom morning meetings, observing use of CARES in student behaviors, and in follow up conversations with the Responsive School Team.</p>	

Field School Improvement Plan 2021-2022

WPS Strategy 1: Innovative Instruction For All Students		
Action Steps	Measurable Outcomes	Status
<p>A. Plan and provide at least eight CRT training sessions focusing on building learning partnerships and supporting students' information processing.</p> <p><i>(Principal, CRT leadership team)</i></p>	<p>At least eight school-based CRT sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRT training sessions, May 2022</p> <p>CRT strategies for building learning partnerships and supporting students' information processing observed in visits of practice in 2021-2022</p>	
<p>B. Incorporate CRT, Responsive Classroom, and Teaching for Equity and Inclusivity strategies into goal setting and coaching playbooks. Provide support for teachers practicing these strategies.</p> <p><i>(Coaches, Principals, Directors, Department Heads, Curriculum Specialists)</i></p>	<p>80% of teachers incorporate at least one of these strategies in either their professional practice or student learning goals, Fall 2021</p> <p>Playbook of key practices constructed in summer 2021</p> <p>Increased number of coaching cycles with teachers on these key practices in 2021-22</p> <p>Evidence of increased use of these practices when observing classroom instruction in 2021-22</p>	
<p>C. Ensure that all educators know both the content and practice standards for their content area(s). Support teachers in integrating content and practice standards into their lesson objectives</p> <p><i>(Asst. Superintendent for Teaching and Learning, Principals, Directors and Department Heads, Curriculum Specialists, Coaches)</i></p>	<p>More than 80% of observed lessons contain objectives that are clearly derived from at least one content standard and at least one practice standard in 2021-22. Data will be gathered and reflected in Visits of Practice for each educator.</p>	
<p>D. Form school-based working groups, determine how best to integrate social emotional learning into academic instruction. Develop a set of SEL competencies as a basis for lesson objectives and</p>	<p>An agreed upon set of SEL competencies upon which lesson objectives can be based, shared with faculty and staff in all schools, and communicated to the</p>	

<p>share the SEL competencies with faculty and staff</p> <p><i>(Director of District Advancement, Principals/Asst. Principals, Department Heads and Directors, Coaches, Grade Level Leaders)</i></p>	<p>public, by June 2022</p>	
<p>E. Complete the three-year Calkins <i>Reading Units of Study</i> roll out for grades 3-5. Emphasize the curriculum-supported workshop model and how it helps with differentiated, individualized learning</p> <p><i>(Asst. Superintendent for Teaching & Learning, Elementary Principals, Literacy Curriculum Specialist, Elementary Instructional Coaches)</i></p>	<p>In 2021-2022, all K-5 classroom teachers are teaching reading through Reading Units of Study and Foundations (phonics) curricula in a workshop model</p> <p>Student reading data in Spring 2022 shows improved growth and a reduction of students falling below benchmarks and needing intervention</p>	
<p>F. Launch and begin to roll out the Primary Source <i>Cornerstones for Civic Engagement</i> social studies curriculum for grades 3-5</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Elementary Principals, Science/Social Studies Curriculum Specialist)</i></p>	<p>In 2021-2022, all 3-5 classroom teachers collaboratively plan for and teach at least two <i>Cornerstones</i> units (approximately half the curriculum)</p> <p>Student and educator feedback on the efficacy of the new curriculum in spring 2022</p> <p>Metrics developed for measuring student growth in civic engagement by spring 2022</p>	
<p>G. Create/enhance a consistent system of data teams and classroom support teams across all three elementary schools to identify students in need of support, create groups for targeted intervention, monitor student progress, and improve the classroom environment to support all learners</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Elementary Principals)</i></p>	<p>Data teams in all three elementary schools follow a consistent, regular process to identify and support students needing intervention and to monitor their progress throughout 2021-2022.</p> <p>Using a needs based intervention model, we will be able to ensure all students in need of and receiving intervention show growth in target areas.</p>	

WPS Strategy 2: Diversity, Equity and Inclusion

Action Steps	Measurable Outcomes	Status
<p>A. Develop a set of school-wide practices that every teacher will use to welcome students back to in-person learning in September 2021. These practices include knowing names and pronunciations, greetings, icebreakers, class rituals, and other community building activities.</p> <p>https://www.cultofpedagogy.com/relationship-building/</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals)</i></p>	<p>Introduction of practices at August faculty meetings.</p> <p>Grade level teams will collaborate to support and plan for continued use of practices.</p>	
<p>B. Utilize all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</p> <p><i>(Principals, Grade Leaders, Department Heads, Directors)</i></p>	<p>For each school, schedule of all-school / all-grade assemblies created in September 2021</p> <p>Students surveyed about the impact of school/grade assemblies on their sense of belonging in May/June, 2022</p>	
<p>C. Create/enhance a consistent system of classroom support teams across all three elementary schools to identify students in need of support, create groups for targeted intervention, monitor student progress, and improve the classroom environment to support all learners</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Elementary Principals)</i></p>	<p>Responsive support teams (RST) and data teams will meet regularly with the goal of enforcing supports and Responsive Classroom practices.</p>	
<p>D. Each school establishes a positive behavior support plan that explicitly outlines what taking care of self, others, and community, looks, feels, and sounds like for students and educators. Backing up this support plan is guidance for educators in setting expectations and supporting students.</p> <p>Example:</p> <p>https://drive.google.com/file/d/1x4qmiSZw2swCKsu9HDkMicuKUvEMDiSf/view?usp=sharing</p> <p><i>(Director of District Advancement, School Principals and leadership teams)</i></p>	<p>Positive behavior support plans and backing guidance for educators developed and/or enhanced by June, 2022</p>	

<p>E. Utilize Responsive Classroom practices that promote democracy in the classroom; for example, student voice, including providing academic choice, including students in developing rules and guidelines, and providing interactive learning structures</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals, Directors and Department Heads, educators)</i></p>	<p>Evidence of democratic classroom practices found in over 80% of visits of practice during the 2021-22 school year</p>	
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WPS Strategy 3: Communication and Community Connections		
Action Steps	Measurable Outcomes	Status
<p>A. In partnership with the PTO, develop at least one event per school whose purpose is to bring the school community together and celebrate its diversity</p> <p><i>(Principals, event organizers, PTO)</i></p>	<p>Community-building events for each school scheduled throughout the 2021-22 academic year to include possible Movie Night, BINGO, Picnics, etc.</p>	
<p>B. Distribute monthly family newsletters and host family forums to provide information about specific and relevant topics.</p> <p><i>(Principals)</i></p>	<p>Monthly newsletters will be sent via email and posted on each school's website. We will monitor how many families attend forums and check for correlation between attendance and topics.</p>	
<p>C. Continue all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</p> <p><i>(Principals, Responsive School Team Members)</i></p>	<p>Each monthly all school meeting will be connected to a school-wide SEL focus. Throughout the remainder of the month, we will monitor for implementation through visits to classroom morning meetings, observing use of CARES in student behaviors, and in follow up conversations with the Responsive School Team.</p>	

Weston Middle School Improvement Plan 2021-2024

WPS Strategy 1: Innovative Instruction For All Students		
Action Steps	Measurable Outcomes	Status
<p>A. Plan and provide at least eight WMS Faculty CRE training sessions focusing on building learning partnerships and supporting students' information processing.</p> <p>CRE Lesson Example</p> <p>CRE Lesson Example</p> <p><i>(Principal, CRE leadership team, MS CRE Team)</i></p>	<p>At least eight school-based CRE sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRE training sessions, May 2022</p> <p>CRE strategies for building learning partnerships and supporting students' information processing observed in visits of practice in 2021-2022</p>	
<p>B. Incorporate CRE, Responsive Classroom, and Teaching for Equity and Inclusivity strategies into goal setting and coaching playbooks. Provide support for teachers practicing these strategies.</p> <p>SMARTIE GOALS</p> <p>Focus Areas for Professional Practice Goals</p> <p><i>(Coaches, Principals, Directors, Department Heads)</i></p>	<p>80% of teachers incorporate at least one of these strategies in either their professional practice or student learning goals, Fall 2021</p> <p>Playbook of key practices constructed in summer 2021</p> <p>Increased number of coaching cycles with teachers on these key practices in 2021-22</p> <p>Evidence of increased use of these practices when observing classroom instruction in 2021-22</p> <p>Teachers develop one main CRE practice for each quarter and demonstrate it for an instructional coach, colleague or administrator?</p>	
<p>C. Refresh Middle School teachers on the principles of project-based learning (PBL): challenging problem/question; sustained inquiry; authenticity; student voice and choice; reflection; critique and revision, public product</p> <p>Bring back J-Term for June, 2022, where course offerings follow project-based learning principles</p>	<p>Teacher training and preparation completed in winter/spring 2022.</p> <p>June Academy and J-Term program implemented in June 2022. All courses meet at least four PBL principles.</p> <p>Faculty meeting and PD time devoted to refresh/trainings in the spring 2022</p>	

<p>PBL Works Resource</p> <p>J-TERM Courses 2020</p> <p>(Asst. Superintendent for Teaching and Learning, Middle School Principal/Asst. Principal, Directors and Department Heads, MS PBL Think-Tank, MS Teachers)</p>		
<p>D. In accordance with DESE guidelines, continue to develop and enhance eighth grade and ninth grade civics projects</p> <p>(Asst. Superintendent for Teaching & Learning, Social Studies Department Head, eighth and ninth grade social studies teachers)</p>	<p>Eighth and ninth grade civics projects created and taught for all students in the 2021-2022 school year</p>	
<p>E. Implement a FLEX Block at the Middle School that provides support to students in multiple areas: Multi-Tiered Systems of Supports, Student choice and Agency, and Social & Emotional Learning and Connections</p> <p>(Principal/Assistant Principal, MS Leadership Team, MS Faculty)</p>	<p>Grades 6-8 have FLEX Block 4x a week from 12:30-1:00 in Advisory Groups.</p> <p>FLEX Block Overview</p> <p>FLEX Block Student/Faculty Surveys in May 2022</p>	

WPS Strategy 2: Diversity, Equity and Inclusion		
Action Steps	Measurable Outcomes	Status
<p>A. Develop a set of school-wide practices that every teacher will use to welcome students back to in-person learning in September 2021. These practices include knowing names and pronunciations, greetings, icebreakers, class rituals, and other community building activities.</p> <p>https://www.cultofpedagogy.com/relationship-building/</p> <p>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals, MS Leadership Team, Faculty/Staff)</p>	<p>Introduction of practices at August faculty meetings.</p> <p>Grade level teams will collaborate to support and plan for continued use of practices starting in Fall 2021.</p> <p>Creation of a School-Wide Orientation Day and Interactive Slide Presentation</p> <p>WMS Orientation Program</p>	
<p>B. Re-establish all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</p> <p>(Principal/Assistant Principal, Grade Leaders)</p>	<p>For each school, schedule of all-school / all-grade assemblies created in September 2021</p> <p>Grade level meetings shifted to FLEX</p>	

	<p>Blocks to not impact instructional time.</p> <p>Students surveyed about the impact of school/grade assemblies on their sense of belonging in May/June, 2022</p>	
<p>C. Reboot and enhance the Middle School Advisory Program so that every teacher is an advisor, all advisors are involved, trained and prepared, and that there is a system of providing relevant, engaging advisory lessons throughout the school year.</p> <p>Sample Advisory Activity WMS</p> <p>Advisory Lesson 4 Identity Web Template</p> <p><i>(Director of District Advancement, MS Principal/Asst. Principals, Advisory Teams)</i></p>	<p>Advisory systems, structures and schedules created by August 2021</p> <p>Advisory teams regularly planning advisory sessions and supporting educators with materials in 2021-22</p> <p>School-wide advisory professional development in Fall, 2021</p> <p>Students surveyed on the impact of advisory in May/June, 2022</p>	
<p>D. WMS establishes a positive behavior support plan that explicitly outlines what taking care of self, others, and community, looks, feels, and sounds like for students and educators. Backing up this support plan is guidance for educators in setting expectations and supporting students.</p> <p>Example:</p> <p>https://drive.google.com/file/d/1x4qmiSZw2swCKsu9HDkMicuKUvEMDiSf/view?usp=sharing</p> <p><i>(Director of District Advancement, School Principals and leadership teams)</i></p>	<p>Positive behavior support plans and backing guidance for educators developed and/or enhanced by June, 2022</p>	
<p>E. Utilize Responsive Classroom practices that promote democracy in the classroom; for example, student voice, including providing academic choice, including students in developing rules and guidelines, and providing interactive learning structures</p> <p>Responsive Classroom Principles</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals, Directors and Department Heads, educators)</i></p>	<p>Evidence of democratic classroom practices found in over 80% of visits of practice during the 2021-22 school year</p>	
<p>F. Review student government at the Middle School and enhance the student government system, as</p>	<p>Self-studies from student governments for each school completed and</p>	

<p>appropriate to increase effectiveness and hear voices from all student constituents.</p> <p><i>(Principals, student council advisors, student council leaders)</i></p>	<p>presented by June, 2022</p>	
<p>G. Build Anti-Racist Practices into our programming at WMS</p> <p>How do we better engage our diverse members of our community? What steps can we take to better serve our families and invite participation, engagement, and dialogue? (Specifically POC and AAPI constituencies)</p> <p><i>(Principal/Assistant Principal, MS Leadership Team, Faculty/Staff)</i></p>	<p>Infuse anti-racist activities into 2-3 Advisory Lessons a year. Engage faculty in Anti-racists readings using our WMS Google Classroom articles, a school-wide read, 1-2 focus activities using a text protocol for discussion and reflection.</p>	

WPS Strategy 3: Communication and Community Connections		
Action Steps	Measurable Outcomes	Status
<p>A. Celebration Event: In partnership with the PTO, develop at least one event per school whose purpose is to bring the school community together and celebrate its diversity.</p> <p><i>(Principals, event organizers, PTO)</i></p>	<p>National Blue Ribbon School (NBRS) Honor/Celebration including community stakeholders, Winter/Spring of 2022</p> <p>NBRS School Profile 2021</p> <p>US Department of Education Announcement</p> <p>Community-building events for each school scheduled throughout the 2021-22 academic year.</p>	

<p>B. Use the Tool for Evaluating School Sponsored Events to examine them for inclusivity. Make changes to school-sponsored events as necessary to promote belongingness for everyone</p> <p> Copy of Tool to Evaluate School Sponsored Even...</p> <p><i>(Director of District Advancement, Principals, Event Coordinators)</i></p>	<p>Each school-sponsored event in 2021-22 reviewed for inclusivity prior to the event occurring</p>	
<p>C. Hold more WMS parent/community remote webinars throughout the school year for information sharing and connecting.</p> <p><i>(Principal/Assistant Principal, Grade Leaders, Faculty)</i></p>	<p>Aug 24, 2021 , (Recorded)</p> <p>WMS Welcome Back Webinar</p> <p>Sep 14, 2021, New Family Webinar</p> <p>Sep 22, 2021, Virtual BTSN</p> <p>Oct 7, 2021, Principal’s Virtual Coffee</p> <p>Nov 3, 2021, Virtual Parent Conferences</p> <p>Nov 18, 2021, Principal’s Virtual Coffee</p> <p>Dec 1, 2021, Virtual Parent Conferences</p>	
<p>D. The WMS Identity Project: With the implementation of our new Strategic Plan, this work will be linked to the Strategic Planning initiative district-wide. Who are we?</p> <p>This project will start at the school council level and ask this essential question to help us get to a point of identifying our core values and publicly share a unified, Mission Statement, Vision and Key Values. These will be tastefully displayed banners on our campus and in our school, timed to be ready for the Fall of 2022.</p> <p><i>(Principal, Leadership Team, School Council, Faculty/Staff/Students)</i></p>	<p>Work will begin on this project in January of 2022 by a Middle School focus group.</p> <p>Spring of 2022, a draft will be presented to the MS Cabinet for review, and changes will be made to our Mission, Vision, and Key Values over the summer.</p> <p>In the Fall of 2022, the final draft will be uploaded to our POS, Website and banners will be placed on our campus highlighting our key values.</p>	

**Weston Middle School
School Council
2021-2022**

Parents:	Current WMS Grade Affiliation	YEAR
Kristin Asadourian	7	2
Anna Berger	7	1
Jane Ortiz	8	2
Jonathan Rosen	7	2
Ed Soares	6	1
Tiao Xien	7	2

Community Representative:	
Susan Gula	Multiple

Faculty/Staff Members:		Role	YEAR
Phoenix Aiello	8	School Counselor	2
Chris Brown	7	Science Teacher	2
John Gibbons	6-8	Principal	Multiple
Cyril Kakulu	6-8	METCO Academic Liaison	2
Peggy Payne	6	Learning Specialist	1
Lorraine Sousa	6-8	Library/Media Specialist	2

Weston High School School Improvement Plan 2021-2022

WPS Strategy 1: Innovative Instruction for All Students		
Action Steps	Measurable Outcomes	Status
<p>Refresh high school teachers on the principles of project-based learning (PBL): challenging problem/question; sustained inquiry; authenticity; student voice and choice; reflection; critique and revision, public product.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Director of District Advancement, High School Principals/Asst. Principals, Directors and Department Heads, June Academy Coordinators, Secondary Teachers)</i></p>	<p>Teacher training and preparation completed in winter/spring 2022</p> <p>June Academy program implemented in June 2022. All courses meet at least four PBL principles</p>	
<p>Leverage student and educator learning of new and existing technology tools during remote learning, update district technology tools and technology education for students in grades K-12.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Director of Technology and Libraries, Technology Support Specialists, Library Media Specialists)</i></p>	<p>Decisions about which new technology tools will receive continued district support are made by September, 2021</p> <p>Technology education scope and sequence updated for grades K-12 by June 2022</p>	
<p>Form a HS/MS scheduling committee to examine current schedules and how they impact curriculum and instruction and how they meet the needs of all students. Explore alternative high school and middle school schedules that promote innovation, connection, flexibility, and efficiency.</p> <p><i>(HS/MS Scheduling Committee)</i></p>	<p>Committee formed by October 2021</p> <p>Exploration process complete by May 2022</p>	
<p>Continue to provide <i>Teaching for Equity and Inclusivity</i> summer and school-year workshops for high school educators.</p> <p><i>(Director of District Advancement)</i></p>	<p>All High School educators have completed the <i>Teaching for Equity and Inclusivity</i> workshop by August 2022</p>	

<p>Plan and provide at least eight Culturally Responsive Education (CRE) training sessions at the high school focusing on developing independent learners through building learning partnerships, supporting students' information processing, and creating inclusive classroom cultures.</p> <p><i>(Asst. Superintendent, Teaching & Learning, Director of District Advancement, METCO Director, Wellness Director)</i></p>	<p>Summer workshop integrating CRE and UDL in July 2021</p> <p>Monthly leadership training sessions focusing on learning partnerships in 2021-22</p> <p>School-based CRE sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRE training sessions</p> <p>Plan and provide at least eight CRE training sessions with follow up teacher work and reflection in PLCs</p>	
<p>Incorporate CRE and Teaching for Equity and Inclusivity strategies into goal setting. Provide support for teachers practicing these strategies.</p> <p><i>(Coaches, Principals, Directors, Department Heads, Curriculum Specialists)</i></p>	<p>80% of teachers incorporate at least one of these strategies in either their professional practice or student learning goals, Fall 2021</p> <p>Increased number of coaching cycles with teachers incorporating these key practices in 2021-22</p>	
<p>Ensure that all educators know both the content and practice standards for their content area(s) and their necessity for academic success. Support teachers in integrating content and practice standards into their lesson objectives.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Principals, Directors and Department Heads, Curriculum Specialists, Coaches)</i></p>	<p>Supervisors trained to identify and support content, practice, and SEL standards, including teaching strategies from Responsive Classroom and Culturally Responsive Teaching in summer 2021</p> <p>In visits of practice, supervisors identify content and practice standards within the lesson objectives</p> <p>Gather feedback about enacted standards and practices from supervisors, coaches, and teachers to inform further professional development</p>	
<p>In secondary departments, evaluate all leveled courses (CP, Honors, AP) in terms of the state standards and practices with particular attention to clearly articulating the differences in curricular content, instructional practice, assessment, and expectations for students between classes at each of</p>	<p>Collaboratively, Department Heads and Directors develop a process about how to analyze courses in terms of standards, practices, rigor, and accessibility by June 2022</p>	

<p>the levels. Make recommendations for classes at all levels to be appropriately rigorous and, at the same time, be accessible to all learners.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Directors and Department Heads, Secondary Teachers who teach leveled classes)</i></p>		
<p>Develop a set of SEL competencies as a basis for lesson objectives and share the SEL competencies with faculty and staff. Form school-based working groups, determine how best to integrate social emotional learning into academic instruction.</p> <p><i>(Director of District Advancement, Principals/Asst. Principals, Department Heads and Directors, Coaches, Grade Level Leaders)</i></p>	<p>An agreed upon set of K-12 SEL competencies upon which lesson objectives can be based, shared with faculty and staff in all schools, and communicated to the public, by June 2022</p>	
<p>Learn how Culturally Responsive Education and Universal Design for Learning overlap and interrelate. Develop a professional development plan for educators that interlinks UDL with CRE.</p> <p><i>(Asst. Superintendent, Teaching & Learning; Director of District Advancement, METCO Director, Wellness Director, Principals, CRE leadership teams)</i></p>	<p>Administrators and CRE teacher leaders attend a workshop that helps participants connect Universal Design for Learning, equity, and CRE in July 2021 and then plan CRE training for spring and fall 2022 that integrates UDL and CRE teaching strategies</p>	
<p>Create a secondary task force to 1) identify and review what screening, benchmark, and progress monitoring tools are in place, and what data is being gathered for intervention and special education referral decisions; 2) create a central, accessible, continually updated site for such data; 3) develop and communicate a regular, systematic process when data is reviewed and intervention/referral decisions are made.</p> <p><i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Director of Student Services, Secondary Principals, task force members)</i></p>	<p>Task force created by January 2022</p> <p>Task force produces a secondary model that parallels the elementary data team model that identifies students needing support and systematically provides appropriate intervention with consistent progress monitoring by spring 2022. The model will be implemented in 2022-2023</p>	
<p>Explore Instructional Rounds for Administrative Council as a tool to collect and analyze data about instructional practices. Begin to develop methods to triangulate instructional practice data with student learning data.</p>	<p>Pilot one set of instructional rounds at each school in 2021-22</p>	

<i>(Assistant Superintendent for Teaching & Learning, Director of District Advancement, Principals)</i>		
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WPS Strategy 2: Diversity, Equity and Inclusion

Action Steps	Measurable Outcomes	Status
<p>Develop a set of school-wide practices that every teacher will use to welcome students back to in-person learning in September 2021. These practices include knowing names and pronunciations, greetings, icebreakers, class rituals, and other community building activities.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Principals)</i></p>	<p>School wide welcoming practices agreed upon in August 2021 in all school</p> <p>All educators conduct school wide welcoming practices in September 2021, as measured by observations, student interviews, and or student surveys</p>	
<p>Reboot and enhance the High School advisory program so that every teacher is an advisor, all advisors are involved, trained and prepared, and that there is a system of providing relevant, engaging advisory lessons throughout the school year.</p> <p><i>(Director of District Advancement, Secondary Principals/Asst. Principals, advisory teams)</i></p>	<p>Advisory systems, structures and schedules created by August 2021</p> <p>Advisory teams regularly planning advisory sessions and supporting educators with materials in 2021-22</p> <p>School-wide advisory professional development in Fall, 2021</p> <p>Students surveyed on the impact of advisory in May/June, 2022</p>	
<p>Utilize all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</p> <p><i>(Principals, Grade Leaders, Department Heads, Directors)</i></p>	<p>For each school, schedule of all-school/ all-grade assemblies created in September 2021</p> <p>Students surveyed about the impact of school/grade assemblies on their sense of belonging in May/June, 2022</p>	
<p>Create a process where curriculum is reviewed in every department and at every grade level to identify and correct for bias and ensure that historically marginalized groups are included, celebrated, and represented. Create an action plan to adopt new curricular materials when appropriate.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, HS and MS Principals, Curriculum specialists, Department Heads and Directors)</i></p>	<p>Anti-bias curriculum review process developed by spring, 2022</p>	

<p>Provide secondary professional development that focuses on best practices for assessment and grading. Form a working group of middle and high school educators and administrators to explore equitable assessment and grading practices.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Secondary Principals, Equitable Assessment and Grading Working Group)</i></p>	<p>Workshop completed in summer, 2021</p> <p>Working group created in fall, 2021</p> <p>List of equitable grading practices for consideration created and vetted by fall, 2022</p>	
<p>Develop a consistent discipline tracking, response, follow-up, and reporting system for K-12.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Director of Technology and Libraries, Principals/Asst. Principals)</i></p>	<p>District-wide reporting system created by June, 2022, to be implemented in the 2022-23 school year</p>	
<p>Form a district-wide committee of multiple stakeholders to review the implementation of the Bullying Prevention and Intervention Plan and enhance it, paying particular attention to equity and impact on historically marginalized groups.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of District Advancement, Bullying Prevention and Intervention Committee)</i></p>	<p>Committee formed in October, 2021</p> <p>Bullying Prevention and Intervention Plan updated and presented to School Committee by April, 2022</p>	
<p>Identify the specific data that can serve to consistently measure our progress in narrowing opportunity, resource, and other educational gaps (Possible examples are: student and families interviews and focus groups, surveys, attendance and participation rates, GPA, IEP referrals, sports and extracurricular involvement, discipline, common assessments, Panorama, VOCAL, teacher assignments, etc.)</p> <p><i>(Case House Cabinet Members, Administrative Team, RIDES Team, Tech. Team)</i></p>	<p>Cabinet and administrative teams identify data metrics by November, 2021</p> <p>Creation of a district-wide information system for students to be completed in summer, 2022</p>	
<p>Introduce the Continuum on Becoming an Anti-Racist, Multicultural Institution and discuss how it can be applied to the Weston Public Schools.</p> <p><i>(Administrative Team, Director of District Advancement)</i></p>	<p>Administrative Team and DEI Committee learn about the continuum, discuss where the district fits along the continuum, and brainstorm next steps so that the district can move forward along the continuum to become a more</p>	

	anti-racist organization in fall, 2021	
<p>Examine results of the Social Studies Program Reviews to determine next steps in integrating social justice, multiculturalism, anti-racism, and service learning in curriculum and instruction.</p> <p>Examine results of the Guidance Program review to determine next steps in providing students with academic, social, and emotional support, communicating with families, and supporting students through the scheduling and college application processes.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Social Studies Department Head, Science & Social Studies Curriculum Specialist, Social Studies Department)</i></p>	<p>Social Studies Program Review completed and presented on May, 2022</p> <p>Guidance Program Review, internal and external ongoing August 2021-June 2022</p> <p>Action steps based upon program review recommendations determined in summer, 2022</p>	

<p>Recruit diverse guest speakers, authors, creative arts presenters.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Director of District Advancement, Director of Student Services, Principals, Department Heads, Directors, Curriculum Specialists, teacher leaders, PTO - particularly Creative Arts and STEM Councils)</i></p>	<p>Analyze the diversity of speakers, authors, and presenters over the last three years in fall, 2021</p> <p>Take proactive steps to recruit more diverse speakers, authors, and presenters, especially in grade levels and subject areas that have not experienced much diversity</p> <p>Analyze the diversity of speakers, authors and presenters in 2021-22 in June 2022</p>	
<p>Create the portrait of a Weston graduate which highlights a broader definition of success by elevating new measures of student achievement that extend beyond academics to include the knowledge, skills and attributes students need to be prepared for the future.</p> <p><i>(Administrative Team, Director of Student Services, K-12 Guidance)</i></p>	<p>Updated portrait of a Weston graduate created and presented in spring, 2022</p>	

WPS Strategy 3: Communication and Community Connections

Action Steps	Measurable Outcomes	Status
<p>Each school establishes a positive behavior support plan that explicitly outlines what taking care of self, others, and community, looks, feels, and sounds like for students and educators. Backing up this support plan is guidance for educators in setting expectations and supporting students.</p> <p><i>(Director of District Advancement, School Principals and leadership teams)</i></p>	<p>Positive behavior support plans and backing guidance for educators developed and/or enhanced by August, 2022</p>	
<p>Explore, select, and purchase translation tools/services that can increase the district's capacity to translate communications.</p> <p><i>(Director of Technology and Libraries, Asst. Superintendent for Teaching & Learning, Director of Student Services, Principals)</i></p>	<p>Selection and purchase of tool(s) by January, 2022</p>	
<p>Extend the number of languages translated to any first language shared by five or more families in the school or district. Reach out to families who have first languages that don't reach the five family threshold and develop individual translation plans for them.</p> <p><i>(Asst. Superintendent for Teaching & Learning, Director of Student Services, Principals)</i></p>	<p>Establish the languages that documents will be translated in by September, 2021</p> <p>Develop individual translation plans for families who have first languages that don't reach the threshold for translation by October, 2021</p>	
<p>Update the process of allocating funding for high school clubs to be more flexible so that students have more opportunity to create clubs, generate interest, and find appropriate club advisory support.</p> <p><i>(Asst. Superintendent for Teaching & Learning, High School Principal)</i></p>	<p>Develop a proposal for funding allocation for high school clubs and advisor stipends to present to the WEA in negotiations by October, 2022</p>	
<p>Develop and share a tool for evaluating school sponsored events to examine them for inclusivity. Make changes to school-sponsored events as necessary to promote belongingness for everyone.</p> <p><i>(Director of District Advancement, Principals, Department Heads, Directors, Club and activity)</i></p>	<p>Tool developed and shared by January 2022</p> <p>At least 3 school-sponsored events evaluated for inclusivity by June 2022</p>	

<i>leaders, Athletic Director, PTO)</i>		
In partnership with the PTO, develop at least one event per school whose purpose is to bring the school community together and celebrate its diversity. <i>(Principals, event organizers, PTO)</i>	Community-building events for each school sometime in the 2021-22 academic year	

Strengthen the partnership with Lesley University to provide coursework and student teaching both for Lesley students and Weston staff members, with a particular focus on prospective educators from historically marginalized groups. <i>(Asst. Superintendent for Teaching & Learning, Principals, Cooperating Teachers)</i>	Successful Lesley student teaching pre-practicums and practicums during the 2021-22 school year	
Explore possible changes in the High School schedule so that Juniors and Seniors could have more opportunity taking courses at local colleges or participating in internships with local businesses and community organizations. <i>(HS & MS Schedule Taskforce)</i>	Taskforce to evaluate and possibly change the HS and MS schedules in 2022-23 or 2023-24 created in Fall, 2021	

PURCHASING AND BIDDING REQUIREMENTS

For purposes of Policy DJ/DJC the Director of Finance and Operations is assigned the authority and responsibility to serve as the Procurement Officer for the Weston Public Schools.

In compliance with the state law known as the Uniform Procurement Act (M.G.L. Chapter 30B as most recently amended), purchases of materials, equipment and services in the amount of \$5,000 or greater but less than \$25,000 shall be based upon written or oral quotations from no fewer than three vendors providing such supply, equipment, or services. A good faith effort shall be made to obtain multiple quotes or bids for all contracts in excess of \$5,000. Procurements in the amount of less than \$5,000 shall be obtained through the exercise of sound business practices.

Award by the School Committee of procurement contracts in the amount of \$25,000 or more shall be made upon recommendation of the Superintendent or Procurement Officer who will ensure that competitive sealed-bid procedures or participation in collective bidding/purchasing organizations performing competitive sealed-bid procedures have been followed.

When recommending acceptance of a bid, the Superintendent shall inform the School Committee of the reason(s) for the choice being recommended. Every solicitation for bids shall include the declaration that the School Committee as awarding authority reserves the right to reject any or all bids if it be in the public interest to so do.

Adopted: November 21, 2011

LEGAL REF.: M.G.L Chapter 30B

PURCHASING AND BIDDING REQUIREMENTS

For purposes of Policy DJ/DJC the Asst. Superintendent of Finance and Operations is assigned authority and responsibility to serve as the Procurement Officer for the Weston Public Schools.

In compliance with the state law known as the Uniform Procurement Act (M.G.L. Chapter 30B as most recently amended), purchases of materials, equipment and services in the amount of \$10,000 or greater but less than \$50,000 shall be based upon written quotations from no fewer than three vendors providing such supply, equipment, or services. A good faith effort shall be made to obtain multiple quotes or bids for all contracts in excess of \$5,000. Procurements in the amount of less than \$10,000 shall be obtained through the exercise of sound practices.

Award by the School Committee of procurement contracts in the amount of \$50,000 or more shall be made upon recommendation of the Superintendent or Procurement Officer who will ensure that competitive sealed-bid procedures or participation in collective bidding/purchasing organizations performing competitive sealed-bid procedures have been followed.

When recommending acceptance of a bid, the Superintendent shall inform the School Committee of the reason(s) for the choice being recommended. Every solicitation for bids shall include the declaration that the School Committee as awarding authority reserves the right to reject any or all bids if it be in the public interest to so do.

Adopted: October 8, 2021***

LEGAL REF.: M.G.L Chapter 30B