



Winchendon Public Schools District Strategic Plan & Instructional Priorities 2023-2024

MISSION

Our mission is to collaboratively provide a safe, inclusive, and engaging learning environment to create compassionate and powerful critical thinkers in an ever-changing world.

VISION

Our vision is to provide an equitable and excellent well-rounded education that will prepare every student for success in college, career, and life!

CORE VALUES & BELIEFS

Our core values are grounded in the importance of respect, responsibility, accountability, integrity, and empathy.

We believe all students can learn and in order for students to reach their fullest potential, we will provide:

- A culturally responsive and safe learning environment
- Equitable opportunities to grow
- High expectations in all settings
- Welcoming classrooms and school communities to foster caring relationships and a sense of belonging
- School building schedules designed to ensure adequate time on learning for all content areas
- Effective High Quality Instructional Material (HQIM) and resources to access rigorous curriculum and instruction that aligns to on or above grade-level state standards

THEORY OF ACTION

If ALL Teachers, ALL Staff, ALL Students, ALL Families, and ALL Administrators:

- Have a shared vision and are invested in building a culture of achievement in a physically and emotionally safe environment
- Have a belief in a positive and collaborative partnership with all stakeholders
- Have an understanding of the evidenced-based action plans
- Have consistently high expectations
- Work collaboratively to align High Quality Instructional Material (HQIM) and update PreK-12+ curriculum in all content areas
- Work collaboratively to assess student progress to take immediate action to close learning gaps

Then, ALL students will become resilient, innovative problem-solvers, and achieve at their greatest potential as global citizens!

WINCHENDON INSTRUCTIONAL PRIORITY 2023-2024

To build a culture of achievement where everyone feels a sense of belonging and students are doing the majority of the thinking and applying what they are learning in real life.

Four Focus Areas:

SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS	PROVIDING EQUITABLE ACCESS TO HIGH QUALITY INSTRUCTIONAL MATERIALS AND EXPERIENCES ALIGNED TO THE MASSACHUSETTS STANDARDS	CULTURALLY RESPONSIVE INSTRUCTIONAL PRACTICES AND CELEBRATION OF DIVERSITY IN ALL SCHOOLS	TWO-WAY ONGOING COMMUNICATIONS TO STRENGTHEN FAMILY AND COMMUNITY PARTNERSHIPS
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STRATEGIC OBJECTIVES

SAFE AND SUPPORTIVE LEARNING ENVIRONMENTS	PROVIDING EQUITABLE ACCESS TO HIGH QUALITY INSTRUCTIONAL MATERIALS AND EXPERIENCES ALIGNED TO THE MASSACHUSETTS STANDARDS	CULTURALLY RESPONSIVE INSTRUCTIONAL PRACTICES AND CELEBRATION OF DIVERSITY IN ALL SCHOOLS	TWO-WAY ONGOING COMMUNICATION TO STRENGTHEN FAMILY AND COMMUNITY PARTNERSHIPS
1.1. Development of a District Safety Team with a focus on making ongoing safety preparedness improvements across the district.	1.1. Review and selection of High Quality Instructional Material (HQIM) Literacy Programs across Tiers (1, 2, 3) in PreK-8.	1.1. District Leaders are participating in the Lynch Leadership Academy to promote culturally responsive school cultures.	1.1. Newsletters will go out from the District and Principals weekly.
1.2. School safety includes the social emotional supports for students. District will facilitate school-based teams to develop a multi-tiered system of support and cohesion between schools.	1.2 Create and implement a curriculum review and Curriculum Renewal Plan for the District across all content areas.	1.2. The District Leadership Team (DLT) will do the DESE Equity Audit Self- Assessment. Then Professional learning opportunities will be designed after the self-assessment is complete.	1.2. School Councils will be re-established.
1.3. The District Leadership Team (DLT) will review and analyze student discipline data quarterly to determine trends and patterns. The District Leadership Team (DLT) will research	1.3. The District Leadership Team (DLT) will function as the District Data Team analyzing multiple sources of student data in relationship to student programming and the use of research-based curriculum resources.	1.3. Student Assemblies will be designed to celebrate diversity and focus on inclusion.	1.3. Ongoing partnerships with the wide-variety of community organizations, PTO's, Boosters, Special Education Advisory Council (SEPAC), and our local safety officials.

a social-emotional screener for students.			
	1.4 The District Leadership Team (DLT) will conduct periodic Learning Walks to observe teaching and learning, student engagement, and standards alignment.	1.4. The District Leadership Team (DLT) and Instructional Leadership Team (ILT) will participate in a book study focused on diversity, equity and inclusion.	1.4. A review will be conducted to see how best to initiate two-way communication with families. -Develop more in-person opportunities -Develop a system of sharing positives from each school
1.4. The District will re-establish a Wellness Committee to identify priorities related to overall health and wellness.	1.5 Instructional Leadership Team (ILT) will participate in Common Planning/Department meetings time with teachers to analyze student achievement data and ensure Massachusetts standards alignment.		1.5. Gather feedback through surveys from students and families.

MEASURABLE OUTCOMES

- When safe and supportive learning environments are maintained and fostered in all classrooms and schools the following results are anticipated:
 - Discipline incidents decrease (Powerschool data)
 - Attendance rates increase (Powerschool data)
 - Graduation rates increase (Reports from DESE)
 - Drop out rates decrease (Reports from DESE)
 - Student achievement rates increase (Multiple measures- STAR, DIBELS, Common Assessments, MCAS)
 - Culture and climate improvement (BOY- MOY -EOY student, staff, families survey)

2. When students are provided equitable access to high quality instructional materials and experiences that align to the Massachusetts State Standards, the following is anticipated:

- Decrease in achievement gaps for targeted student groups (special education, EL, low income)
- Discipline incidents decrease (Powerschool data)
- Attendance rates increase (Powerschool data)
- Graduation rates increase (Reports from DESE)
- Drop out rates decrease (Reports from DESE)
- Student achievement rates increase (Multiple measures- STAR, DIBELS, Common Assessments, MCAS)
- Culture and climate improvement (BOY- MOY -EOY student survey)

3. When culturally responsive instructional practices and there is a celebration of diversity in all schools, the following is anticipated:

- Increased student engagement as measured by increases in student achievement rates (Multiple measures- STAR, DIBELS, Common Assessments, MCAS)
- Discipline incidents decrease (Powerschool data)
- Attendance rates increase (Powerschool data)
- Graduation rates increase (Reports from DESE)
- Drop out rates decrease (Reports from DESE)
- Culture and climate improvement (BOY- MOY -EOY student survey)

4. When ongoing collaboration and two-way communication is established with families and the focus is on strengthening partnerships to support and enhance the student learning experience the following is anticipated:

- Increase in family attendance at school events (sign in sheets)
- Increase in the number of family / student events at each school
- Discipline incidents decrease (Powerschool data)
- Attendance rates increase (Powerschool data)
- Graduation rates increase (Reports from DESE)
- Drop out rates decrease (Reports from DESE)
- Student achievement rates increase (Multiple measures- STAR, DIBELS, Common Assessments, MCAS)

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