

Goal 1: Establish a well-coordinated school and district approach to social and emotional learning (SEL) PreK-12.

<i>Key Activities</i>	<i>Outcome Measures</i>	<i>MOY/EOY Update</i>
Establish a SAC dedicated to SEL PreK-12.	EOY report from SAC that summarizes the group's work and key findings.	
Raise awareness around SEL's importance PreK-12 by crafting and socializing a coherent PreK-12 definition of SEL for WPS.	WPS definition for SEL distributed to stakeholders.	
Re-commit to the K-5 SEL Curriculum (Open Circle) through expanded trainings and curriculum updates.	<p>Increased number of teachers trained on the updated Open Circle curriculum.</p> <p>Increase in the number of classrooms consistently using the most current version of the Open Circle curriculum.</p>	
Refine existing and develop new SEED programs in Grades 6-8.	A defined SEED calendar of events for SY2016-2017 with identified planning dates, activities dates, owners, objectives, and key activities by grade level.	
Establish a Leadership Team dedicated to SEL at WHS supported by the <i>Challenge Success</i> program.	<p>Core group established at WHS dedicated to SEL activities.</p> <p><i>Challenge Success</i> Year 1 implementation.</p>	

Goal 2: Develop and refine a tiered system of instructional supports PreK-12 so that all students are appropriately challenged and experience continuous growth.

<i>Key Activities</i>	<i>Outcome Measures</i>	<i>MOY/EOY Update</i>
Implement the WPS K-12 DCAP.	Wide distribution and use of the K-12 DCAP.	
Solidify Tier I teaching and learning by offering a wide range of professional development opportunities focused on differentiated <i>whole</i> and <i>small</i> group instruction.	Increased numbers of teachers who have stronger understandings of Tier I differentiated instruction. Increased opportunities for students to receive differentiated instruction for <i>whole</i> and <i>small</i> groups.	
Establish consistent protocols and norms for the PreK-12 SST process.	Consistent protocols and norms for the WPS PreK-12 SST process. Increased collaboration between regular and special education teachers.	
Explore schedules and staffing options for effective implementation of tiered systems of support PreK-12.	Increased collaboration between regular and special education teachers. Recommendations around schedule and staffing for PreK-12 delivery of tiered systems of instructional support.	
Pilot a Tier II (non-special education) learning center in grades 9-12 for struggling students.	Improved academic progress for struggling learners (non-special education) in grades 9-12.	

Goal 3: Explore, refine and expand opportunities PreK-12 for students to engage in creative, authentic and collaborative learning experiences that inspire curiosity, encourage innovation and engage students' imagination.

<i>Key Activities</i>	<i>Outcome Measures</i>	<i>MOY/EOY Update</i>
Craft and socialize a coherent PreK-12 definition of <i>creative schools</i> for WPS.	WPS definition for <i>creative schools</i> distributed to stakeholders.	
Identify potential spots for creative, authentic, or collaborative learning within the existing PreK-5 curriculum.	Increased number of “mini c’s” – spots within the existing K-5 curriculum that support creative, authentic, and collaborative opportunities for students.	
Establish a PreK-5 Creative Schools Leadership Team to research standards-based programs and approaches that advance project-based learning experiences across content areas.	Recommendations for how PreK-5 Department Heads can build integrated project based-learning units, aligned with Common Core standards that promote curiosity, innovation, and imagination.	
Pilot Expeditionary Learning opportunities in Grade 7.	Independent research project initiated by Grade 7 students that leverages staff and third-party support. Grade 7 Exhibition of Learning (Jan. & June 2017)	
Continue the Evolutions program at WHS with an eye toward refinements and improvements.	Successful year two implementation coupled with an increased enrollment for year three.	
Continue to build teacher capacity around integration of technology into K-12 curriculum.	Expanded PD offerings centered on K-12 technology integration.	
Lay the groundwork for the integration of STEAM curriculum for grades PreK-12.	Programmatic recommendations for PreK-12 STEAM curriculum that include budgetary and staffing requests.	

Goal 4: Establish and begin to implement a coordinated, district-wide approach around cultural competence that promotes a deeper understanding of and commitment to the strengths of diversity.

<i>Key Activities</i>	<i>Outcome Measures</i>	<i>MOY/EOY Update</i>
Mark the METCO 50 th anniversary celebration as an opportunity to engage in reflections and conversations about race and culture in WPS.	Increased conversations and greater awareness of the challenges and complexities of race and culture in WPS.	
Design and administer a climate survey to the WPS community that consider questions and issues around race and culture.	Baseline race and culture climate data from the WPS community.	
Provide professional development offerings focused on cultural competence for all WPS staff.	Increased numbers of WPS staff with awareness and/or deeper understandings of cultural competence.	
Assess existing PreK-12 curriculum offerings that address race and diversity.	PreK-12 curriculum map that identifies the presence and absence of race and diversity themes/topics across multiple content areas.	
Establish a WPS faculty forum that considers race and culture in the district.	EOY report to Superintendent that highlights the forum's key activities and/or recommendations for improvement.	
Continue to meet with key community leaders across the town to strengthen and refine WPS' commitment to diversity and inclusion.	Improved communications between WPS and community leaders regarding WPS' commitment to strengthen diversity and inclusion	

Goal 5 (Supt. Only): Support entry of new Assistant Superintendent of Teaching and Learning

<i>Key Activities</i>	<i>Outcome Measures</i>	<i>MOY/EOY Update</i>
Support development of entry plan.	Successful completion of first year of service	
Establish formal relationship with external mentor		
Maintain weekly check-in meetings		

Goal 6 (Supt. Only): Make recommendations to the School Committee about District Approach to fees

<i>Key Activities</i>	<i>Outcome Measures</i>	<i>EOY Update</i>
Establish Superintendent's Fee Task Force	Deliver a set of comprehensive recommendations to the School Committee for review and possible action	
Study this issue, including fees for programs, athletics, etc..		
Develop a set of recommendations to provide to the School Committee		

Goal 7 (Supt. Only): Continue developing key areas of professional practice: Time management & Building Relationships

<i>Key Activities</i>	<i>Outcome Measures</i>	<i>EOY Update</i>
Support time management training for administrators	Six principals/other senior administrators will attend Breakthrough Coaching during summer 2016	
Listening tours of schools	Conduct two rounds (Fall/Spring) of campus listening tours	
Develop relationship with new Town Executive Director	Establish regular meetings and communications with new Executive Director once she arrives.	

Goal 8 (Supt. Only): Develop FY 18 Budget that meets SC Guidelines and is passed at Town Meeting

<i>Key Activities</i>	<i>Outcome Measures</i>	<i>EOY Update</i>
Implement internal budget development process with staff	Passage of FY18 Budget at Town Meeting	
Work with the SC and Advisory to vet final budget		