

2016-2017
Strategic Action Plan



**The Wachusett Regional
School District**

**Superintendent of Schools
Darryll McCall, Ed.D.**



Outcomes

With the creation of the WRSD Strategic Plan, the next step was to devise an Action Plan for the current school year. This process included the development of an outline for the next five years that aligns with the Strategic Plan, but remains flexible in order to provide modifications, if needed, in the future. We have taken our *Priority Initiatives* under each of the five *Domains*, and have created *Outcomes* for this school year. These *Outcomes* consist of benchmarks for the current year, defined by deadlines in order to measure progress.

Domain 1: Leadership, Governance, and Communication

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| <p>1. Leadership, Governance, and Communication</p> | <p><i>If the district establishes a clearly defined set of goals, develops a responsible budget based on priority initiatives, and works closely with community stakeholders to communicate district needs and adopt the budget, then the district will have the resources to allow students to realize their highest potential.</i></p> |
| <p>Strategic Objective 1A</p> | <p>Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives.</p> |
| <p>Priority Initiatives</p> | <ol style="list-style-type: none"> 1. Leaders establish clear and common goals that support school and district improvement <ol style="list-style-type: none"> a. SIP's aligned to support district goals b. Goals include facilities (where applicable) 2. Leaders use a variety of data sources to identify priority initiatives. 3. Goals relative to district and school improvement clearly communicated to the community, parents and town officials |
| <p>Outcomes</p> | <ol style="list-style-type: none"> 1. By December 2016, building principals and central office administration will have collaborated on the completion of the 2017-18 SIP's 2. By December 2016, Administration uses MCAS data, as well as local assessments, to define SIP goals 3. By January 2017, new SIP is posted on all school and district websites, shared by school messenger, and sent electronically to each member town |
| <p>Strategic Objective 1B</p> | <p>Develop a transparent budget that supports the district's goals and strategic objectives and share details with community stakeholders in an environment open to dialogue and collaboration.</p> |
| <p>Priority Initiatives</p> | <ol style="list-style-type: none"> 1. Prepare a budget aligned with School Improvement Plans and strategic initiatives with a shared vision of district-level priorities 2. Budget addresses facility and technology needs in order to support effective instruction |



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| | <ol style="list-style-type: none"> 3. Develop a budget that meets prioritized district needs that can also be supported by the member towns 4. Report budget goals and initiatives to stakeholders in a timely manner |
| Outcomes | <ol style="list-style-type: none"> 1. By November 2016, hold a budget roundtable with member towns 2. By October 2016, establish a budget calendar that supports all Member Towns' budget timeline 3. By December of 2016, building principals will align budget requests to support District strategic goals and School Improvement Plan goals 4. By February 2017, submit initial budget for SC approval that ties back to SIP's and five domain categories |
| Strategic Objective 1C | Ensure that relevant information is communicated out to community stakeholders and is easily understood. |
| Priority Initiatives | <ol style="list-style-type: none"> 1. Identify all stakeholders in a tiered system of communication 2. Leaders communicate goals and strategic objectives to all stakeholders via multiple modalities (web/ meetings). 3. Leaders communicate progress toward goals and objectives |
| Outcomes | <ol style="list-style-type: none"> 1. Starting in February 2017, maintain FY18 Budget Book throughout the budget process 2. By November 2016, hold a budget roundtable with member towns 3. By October 2016, establish a budget calendar that supports all Member Towns' budget timeline 4. By April 2017, Superintendent will have presented 2017 proposed budget to each member town |

Domain 1 Implementation Timeline and Responsible Parties

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| Strategic Objective 1A | Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives. |
| Timeline | 2016-2021 |
| Responsibility | Central office and building based administrators |

This objective provides a path for administration to define both district level and building level goals. The creation of the School Improvement Plan (SIP) for each building will occur within the first three months of the new school year to provide a basis for budget planning. Goals associated with plans at the building and district level will be shared with the community when completed. This is a recurring objective that will be reviewed annually.



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| Strategic Objective 1B | Develop a transparent budget that supports the district’s goals and strategic objectives and share details with community stakeholders in an environment open to dialogue and collaboration. |
| Timeline | 2016-2021 |
| Responsibility | Central office and building based administrators |

Budget planning associated with School Improvement Plans and District Goals will be completed earlier in the year to allow for adequate time for discussion and feedback from stakeholders. Items associated with facilities and technology will be highlighted as part of each SIP. This work has already begun in the form of discussions around district and school priorities. Administration, at both the central office and building levels, that include the Superintendent, Deputy Superintendent, Director of Business and Finance, Director of Human Resources and building principals, will be responsible for this objective annually.

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| Strategic Objective 1C | Ensure that relevant information is communicated out to community stakeholders and is easily understood. |
| Timeline | 2016-2021 |
| Responsibility | Central office and building based administrators |

Building and district leaders have already started the process of communicating information to the community through blogs, websites, email, and phone messages. We are in the third year of the creation of the WRSD Budget Book that is updated throughout the course of the budget season and is available online. Both principals and central office administration will report progress on goals to the public on a regular basis through reports to the school committee.

Domain 2: Aligned Curriculum

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| 2. Aligned Curriculum | <i>If educators implement an aligned curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking, then students will be prepared for the next level of learning.</i> |
| Strategic Objective 2A | Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum. |



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| <p>Priority Initiatives</p> | <ol style="list-style-type: none"> 1. Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment <ol style="list-style-type: none"> a. Unpack district priority standards with instructional staff to define grade level expectations b. Monitor curriculum implementation to ensure consistency across and between grade levels 2. Use common assessments within schools and across schools to measure progress toward grade level expectations 3. Establish a curriculum review cycle which will tie to the budget priorities |
| <p>Outcomes</p> | <ol style="list-style-type: none"> 1. Math (all grades): By January of 2017, priority standards will be identified PK-12 and by August 2017 all priority standards will be unpacked to identify priority learning outcomes.. 2. ELA (all grades): By January of 2017, priority standards will be identified PK-12 and by August 2017 all priority standards will be unpacked to identify priority learning outcomes. 3. Science <ol style="list-style-type: none"> a. Elementary: By August 2017, science units aligned to the 2016 MA Science, Technology and Engineering Frameworks will be developed and made available to all PK-5 teachers. b. Secondary: By June 2017, Priority Learning Standards will be identified for grades 6-12. 4. Social Studies (6-12): By January of 2017, priority standards will be identified. and by August 2017 all priority standards will be unpacked to identify priority learning outcomes and by August 2017 all priority standards will be unpacked to identify priority learning outcomes. 5. By December 2016, a multi-year curriculum review cycle will be established to help inform budget decisions. |
| <p>Strategic Objective 2B</p> | <p>Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.</p> |
| <p>Priority Initiatives</p> | <ol style="list-style-type: none"> 1. Develop benchmark assessments based on priority learning outcomes to evaluate instructional programs and student growth. 2. Identify mastery-level learning outcomes and define mastery/proficiency at each grade level and for each subject 3. Match curriculum expectations with individual student learning needs |
| <p>Outcomes</p> | <ol style="list-style-type: none"> 1. Math (Elementary): By May of 2017, current Benchmark Assessments will be reviewed to gauge alignment to the priority standards. 2. Math (all grades): By August of 2017, mastery will be defined PK-12 for each priority learning outcome. 3. ELA (all grades): By May of 2017, current Benchmark Assessments will be reviewed to gauge alignment to the priority standards. 4. Science <ol style="list-style-type: none"> a. Elementary: By August 2017, mastery learning outcomes will be defined for each new unit developed |



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| | <p>b. Secondary: By June of 2017, mastery will be defined 6-12 for each priority learning outcome.</p> <p>5. Social Studies (6-12): By August 2017 all priority standards will be unpacked to identify priority learning outcomes.</p> |
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Domain 2 Implementation Timeline and Responsible Parties

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| Strategic Objective 2A | Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum. |
| Timeline | 2016-2021 |
| Responsibility | Curriculum Team, Teaching Staff, Building Administration |

The Curriculum Team (Deputy Superintendent, Curriculum Supervisor, Pupil-Personnel Supervisor, Administrator of Special Education, Administrator of Assessment, and Supervisor of Information Services) will lead the work in this area. The teachers and building level administration (Principals and Assistant Principals) will identify district-wide priority standards across all grades (PK-12) in the core content areas and unpack these standards to develop priority learning outcomes and define grade level expectations by subject. Once identified, the priority learning outcomes will be used to define what mastery/proficiency looks like at each grade level, be used as the criteria for the design of common benchmark assessments, and drive our work on instructional practices. The Deputy Superintendent will work with the Curriculum team to identify and prioritize budget impacts on an annual basis throughout the duration of this plan.

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| Strategic Objective 2B | Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas. |
| Timeline | 2017-2021 |
| Responsibility | Curriculum Team, Teaching Staff, Building Administration |

The Curriculum Team will work closely with building administration and our teaching staff to develop common benchmark assessments that will provide multiple measures of student progress toward priority learning outcomes. Work in this area will also include identifying what mastery/proficiency looks like at each grade level for each subject. This work is foundational to identifying and implementing effective instructional practices in the next domain. The Deputy Superintendent will work with the



Curriculum team to identify and prioritize budget impacts on an annual basis throughout the duration of this plan.

Domain 3: Effective Instruction

Creating a program of study that is supportive of the needs of students, as well as being data-driven, is an important area to focus on. In today's world, educating students must be done at both the micro, local, and the macro, global, levels. Helping teachers become better equipped to enhance the learning opportunities for students was another catalyst under this domain.

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| 3. Effective Instruction | <i>If</i> educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration, and systematically measure, analyze, and act upon student learning data, <i>then</i> all students will be challenged to grow as individuals and global citizens. |
| Strategic Objective 3A | Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration. |
| Priority Initiatives | <ol style="list-style-type: none"> 1. Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices <ol style="list-style-type: none"> a. Identify effective instruction based upon data trends/priority learning standards 2. Instructional staff differentiate core instruction and assessment to meet the diverse needs of all learners 3. Define and support effective differentiation |
| Outcomes | <ol style="list-style-type: none"> 1. By end of August, 2017, all core content K-5 teaching staff will be trained to analyze student work in order to revise benchmark assessments. 2. By the end of August, 2017, lead teachers will be trained in effective writing instructional practices. |
| Strategic Objective 3B | Systematically measure, analyze, and act upon student learning data. |
| Priority Initiatives | <ol style="list-style-type: none"> 1. Staff will be trained to examine and evaluate student work to plan and adjust instruction, and evaluate student learning 2. Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices 3. Instructional staff develop assessments and evaluate student work based on a common understanding of mastery level learning outcomes 4. Students consistently receive constructive, targeted feedback as well as guidance on how to improve |
| Outcomes | <ol style="list-style-type: none"> 1. By June of 2017, 50% of teaching staff will be trained to analyze student work to evaluate student learning and plan and adjust instruction. |



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| Strategic Objective 3C | Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices. |
| Priority Initiatives | <ol style="list-style-type: none"> 1. Ensure that level of technology and infrastructure is sufficient to meet student instructional needs 2. Support and train staff in integrating technology into the classroom environment that supports and engages students <ol style="list-style-type: none"> a. Establish district wide and building based PLC's to research, pilot, and share best practices 3. Use technology to prepare students to be successful global citizens |
| Outcomes | <ol style="list-style-type: none"> 1. By January of 2017, the technology infrastructure of Wachusett Regional High School will be upgraded to fully support a 1-to-1 learning environment. 2. By the end of May, 2017, all staff will trained to use technology to support a variety of instructional practices. |

Domain 3 Implementation Timeline and Responsible Parties

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| Strategic Objective 3A | Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration. |
| Timeline | 2017- 2021 |
| Responsibility | Teaching Staff, Building Administration, Curriculum Team |

Instructional staff will be trained and supported to collaboratively reflect on the effectiveness of instructional strategies. The criteria developed under domain 2: Aligned Curriculum (priority learning outcomes) will be used to focus our work on effective instruction. Staff will be trained to differentiate their instruction in the core content areas to meet the diverse needs of all learners. Anticipated costs under this strategic objective will be mainly in the area of professional development.

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| Strategic Objective 3B | Systematically measure, analyze, and act upon student learning data. |
| Timeline | 2016-2021 |
| Responsibility | Curriculum Team, Building Administration, Teaching Staff |

The Curriculum Team will work with building administration to train our teaching staff to examine and evaluate student work in order to evaluate student learning, adjust instruction, evaluate the effectiveness of instructional practices, and provide targeted feedback to students. This multi-year



initiative will rely heavily on teachers working together collaboratively and reflecting on the effectiveness of instructional practices. The main impacts on the budget on an annual basis will be in the form of professional development costs.

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| Strategic Objective 3C | Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices. |
| Timeline | 2016-2021 |
| Responsibility | Central Office Team, Curriculum Team, Teachers, Building Administration |

The Deputy Superintendent and the Supervisor of Information Services, along with the Superintendent and the Director of Business and Finance will work to ensure that the technology infrastructure will support the instructional demands in each of our buildings and that appropriate hardware is available to teachers and students alike. The same group, along with the Curriculum Supervisor, Administrator of Special Education, Administrator of Assessment and Accountability, and building Principals will work to develop a plan for training and support of our teaching staff across the district. The building Principals and our teaching staff will research, pilot, train, and share best practices of using technology to support effective instruction. The Superintendent, Deputy Superintendent, and Director of Business and Finance will develop a long range plan for implementation of technology and infrastructure into our schools which will be updated on an annual basis for the duration of this plan.

Domain 4: Professional Development & Structures for Collaboration

Professional development support was a common theme echoed throughout the process. With a defined PD domain, the goals of the entire strategic plan can be aligned with those of administrators and teachers.

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| 4. Professional Development & Structures for Collaboration | <i>If</i> staff is consistently provided with professional development that enhances their content knowledge and their pedagogy is enriched through collaboration with staff across all schools in the district, <i>then</i> educators will be able to implement effective educational practices that will improve the learning and growth of all students. |
| Strategic Objective 4A | Professional development includes high-quality job- embedded professional development aligned with district, school, and educator goals. |



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| Priority Initiatives | <ol style="list-style-type: none"> 1. PD opportunities are specific, ongoing, and include a plan for support during initial stages of implementation 2. Educators align goals with district and school goals and PD provided to support district/school goals 3. Professional development will be supported annually through the budget process |
| Outcomes | <ol style="list-style-type: none"> 1. 100% of professional development offerings will be tailored to support district and school goals. |
| Strategic Objective 4B | Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices. |
| Priority Initiatives | <ol style="list-style-type: none"> 1. Provide training to building based teams on how to follow and use a team process and protocols 2. Monitor implementation process and make adjustments based upon student learning data |
| Outcomes | <ol style="list-style-type: none"> 1. During the 2016-17 school year, 50% of teaching staff will be trained in structures and protocols for collaboratively examining student data. |
| Strategic Objective 4C | Professional development and structures for collaboration are evaluated for their effect on raising student achievement. |
| Priority Initiatives | <ol style="list-style-type: none"> 1. Use survey data on an annual basis to monitor staff needs, training implementation, and progress of strategic initiatives 2. Monitor implementation process and make adjustments based upon student learning data |
| Outcomes | <ol style="list-style-type: none"> 1. 100% of Administration will evaluate all professional development offerings during the 2016-17 school year and use the data to inform 2017-18 PD offerings. |

Domain 4 Implementation Timeline and Responsible Parties

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| Strategic Objective 4A | Professional development includes high-quality job- embedded professional development aligned with district, school, and educator goals. |
| Timeline | 2016-2021 |
| Responsibility | Curriculum Team, Central Office Team, Building Administration, Teaching Staff |

The Curriculum Team and building administration will provide specific, ongoing, professional development opportunities that are planned out in advance and include a long term plan to support new



initiatives through the initial stages of implementation. Professional Development will be included in the District and School Improvement Plans. Teaching staff will align their goals with District and School improvement goals. Central Office staff will ensure that professional development is supported annually through the budget process.

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| Strategic Objective 4B | Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices. |
| Timeline | 2016-2021 |
| Responsibility | Building Administration, Teaching Staff, Curriculum Team |

Building administration (Principals and Assistant Principals) will provide training to teaching staff on how to collaboratively examine student work, data, and the effectiveness of instructional practices. The Curriculum Team will support the building administration in these training initiatives and both groups will monitor the implementation process. Teaching staff and administration will use the results of these collaborative discussions of student learning data to make instructional adjustments. The main budget impact of this Strategic Objective will be in the form of training and support materials.

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| Strategic Objective 4C | Professional development and structures for collaboration are evaluated for their effect on raising student achievement. |
| Timeline | Ongoing |
| Responsibility | Curriculum Team, Superintendent, Building Principals, WREA Leadership |

The Curriculum Team and building Principals will examine professional development (PD) initiatives and structures for collaboration for their effect on raising student achievement. The same group, along with the Superintendent and WREA Leadership, will examine annual PD survey results to identify and prioritize staff training needs. There are no anticipated budget impacts to be able to evaluate our professional development initiatives.

Domain 5: Students’ Social, Emotional, and Health Needs

Students can only learn when their most basic needs are being met. We are aware that there are many issues that students face on a daily basis that affect learning and Domain 5 is the beginning of a broader



conversation and plan to support children. Issues such as diversity, mental health, and social isolation must all be addressed in a manner that is inclusive and supportive.

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| <p>5. Students' Social, Emotional, and Health Needs</p> | <p><i>If</i> the district supports effective researched- based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, <i>then</i> students will be able to utilize their knowledge and skills to maximize their learning potential.</p> |
| <p>Strategic Objective 5A</p> | <p>Build an understanding of social, emotional and physical health as factors affecting learning.</p> |
| <p>Priority Initiatives</p> | <ol style="list-style-type: none"> 1. Identify effective research based practices that promote student health <ol style="list-style-type: none"> a. Develop a system of support 2. Educate all staff regarding student social, emotional and physical elements that impact learning |
| <p>Outcomes</p> | <ol style="list-style-type: none"> 1. By December 2016, a task force comprised of teachers, administrators and parents will meet to review the Bullying Prevention and Intervention Plan 2. By June 2017, building based Bullying Prevention Plans will be refined, formalized and defined 3. By June 2017, all schools will have a clearly defined approach to addressing students at risk. 4. By December 2016, define a baseline for SEL awareness through staff survey 5. By June 2017, a framework for SEL competencies for K-12 has been established |
| <p>Strategic Objective 5B</p> | <p>Engage families and the community in a partnership to increase the district's capacity to address students' social, and emotional health needs.</p> |
| <p>Priority Initiatives</p> | <ol style="list-style-type: none"> 1. Educate parents and the community regarding social, emotional and physical elements that impact learning through the use of developmentally appropriate dialogue 2. Maintain consistent protocols and communication across all district schools 3. Enlist local support agencies to provide wrap-around services |
| <p>Outcomes</p> | <ol style="list-style-type: none"> 1. By January 2017, the updated Bullying prevention and Intervention Plan will be posted on the WRSD website 2. Establish a partnership with SHINE Initiative to develop greater awareness and acceptance of mental health issues by June 2017 |



Domain 5 Implementation Timeline and Responsible Parties

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| Strategic Objective 5A | Build an understanding of social, emotional and physical health as factors affecting learning. |
| Timeline | 2016-2021 |
| Responsibility | Central office administration, building administrators and teaching staff |

As this is a long-term objective, the first few years will be dedicated to identifying effective research based practices that support student health, educating educators on students needs, and developing a lasting system of support. Current programs and practices will be assessed and modified as needed. With the support of counselors at the middle level, and the eventual increase of counseling support at all levels, dedicating funds and time to supporting the well-being of our students is an extremely important and timely task. Counselors, School Psychologists, Principals, Assistant Principals, the Supervisor of Pupil Personnel Services and Administrator of Special Education will all partake in this objective.

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| Strategic Objective 5B | Engage families and the community in a partnership to increase the district's capacity to address students' social, and emotional health needs. |
| Timeline | 2016-2021 |
| Responsibility | Central Office administration |

In this objective, our Supervisor of Pupil Personnel Services and Administrator of Special Education will be working in conjunction with one another to begin to establish dialogue with families around issues that impact student learning that will allow our staff to meet students' needs in a consistent manner in each of our 13 schools. Identifying and maintaining viable means to having open dialogue around student wellness issues with families will be a focal point for this objective.



Appendix E: 5-Year Timeline

| WRSD 2016-2021 Strategic Plan (Ver.-9/1/16) | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | | | |
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| LEADERSHIP | 1. Leadership, Governance and Communication | | | | | | | | | | | | | | | | | | | | | | |
| | 1A. Establish and communicate a clearly defined set of goals and strategic objectives to guide district and school improvement initiatives. | | | | | | | | | | | | | | | | | | | | | | |
| | 1A.1 Leaders establish clear and common goals that support school and district improvement | | | | | | | | | | | | | | | | | | | | | | |
| | 1A.1.1 SIP's aligned to support district goals | | | | | | | | | | | | | | | | | | | | | | |
| | 1A.1.2 Goals include facilities (where applicable) | | | | | | | | | | | | | | | | | | | | | | |
| | 1A.2 Leaders use a variety of data sources to identify priority initiatives. | | | | | | | | | | | | | | | | | | | | | | |
| | 1A.3 Goals relative to district and school improvement clearly communicated to the community, parents and town officials | | | | | | | | | | | | | | | | | | | | | | |
| | 1B. Develop a transparent budget that supports the district's goals and strategic objectives and share details with community stakeholders in an environment open to dialogue and collaboration. | | | | | | | | | | | | | | | | | | | | | | |
| | 1B.1 Prepare a budget aligned with School Improvement Plans and strategic initiatives with a shared vision of district-level priorities | | | | | | | | | | | | | | | | | | | | | | |
| | 1B.2 Budget addresses facility and technology needs in order to support effective instruction | | | | | | | | | | | | | | | | | | | | | | |
| | 1B.3 Develop a budget that meets prioritized district needs that can also be supported by the member towns | | | | | | | | | | | | | | | | | | | | | | |
| | 1B.4 Report budget goals and initiatives to stakeholders in a timely manner | | | | | | | | | | | | | | | | | | | | | | |
| | 1C. Ensure that relevant information is communicated out to community stakeholders and is easily understood. | | | | | | | | | | | | | | | | | | | | | | |
| | 1C.1 Identify all stakeholders in a tiered system of communication | | | | | | | | | | | | | | | | | | | | | | |
| 1C.2 Leaders communicate goals and strategic objectives to all stakeholders via multiple modalities (web/ meetings) | | | | | | | | | | | | | | | | | | | | | | | |
| 1C.3 Leaders communicate progress toward goals and objectives | | | | | | | | | | | | | | | | | | | | | | | |
| ALIGNED CURRICULUM | 2. Aligned Curriculum | | | | | | | | | | | | | | | | | | | | | | |
| | 2A. Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum. | | | | | | | | | | | | | | | | | | | | | | |
| | 2A.1 Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment | | | | | | | | | | | | | | | | | | | | | | |
| | 2A.1.1 Unpack district priority standards with instructional staff to define grade level expectations | | | | | | | | | | | | | | | | | | | | | | |
| | 2A.1.2 Monitor curriculum implementation to ensure consistency across and between grade levels | | | | | | | | | | | | | | | | | | | | | | |
| | 2A.2 Use common assessments within schools and across schools to measure progress toward grade level expectations | | | | | | | | | | | | | | | | | | | | | | |
| | 2A.2 priorities | | | | | | | | | | | | | | | | | | | | | | |
| | 2B. Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas. | | | | | | | | | | | | | | | | | | | | | | |
| | 2B.1 Develop benchmark assessments based on priority learning outcomes to evaluate instructional programs and student growth. | | | | | | | | | | | | | | | | | | | | | | |
| | 2B.2 Identify mastery-level learning outcomes and define mastery/proficiency at each grade level and for each subject | | | | | | | | | | | | | | | | | | | | | | |
| 2B.2.1 Match curriculum expectations with individual student learning needs | | | | | | | | | | | | | | | | | | | | | | | |



**Wachusett Regional School District Strategic Action Plan
2016-2017**

| WRSD 2016-2021 Strategic Plan (Ver.-9/1/16) | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | | |
|---|---|----------------|---|---|-----|----------------|---|---|-----|----------------|---|---|-----|----------------|---|---|-----|----------------|---|---|-----|--|
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| EFFECTIVE INSTRUCTION | 3. Effective Instruction | | | | | | | | | | | | | | | | | | | | | |
| | 3A. Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration. | | | | | | | | | | | | | | | | | | | | | |
| | 3A.1 Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices | | | | | | | | | | | | | | | | | | | | | |
| | 3A.1.1 Identify effective instruction based upon data trends/priority learning standards | | | | | | | | | | | | | | | | | | | | | |
| | 3A.2 Instructional staff differentiate core instruction and assessment to meet the diverse needs of all learners | | | | | | | | | | | | | | | | | | | | | |
| | 3A.2.1 Define and support effective differentiation | | | | | | | | | | | | | | | | | | | | | |
| | 3B. Systematically measure, analyze, and act upon student learning data. | | | | | | | | | | | | | | | | | | | | | |
| | 3B.1 Staff will be trained to examine and evaluate student work to plan and adjust instruction, and evaluate student learning | | | | | | | | | | | | | | | | | | | | | |
| | 3B.2 Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices | | | | | | | | | | | | | | | | | | | | | |
| | 3B.3 Instructional staff develop assessments and evaluate student work based on a common understanding of mastery level learning outcomes | | | | | | | | | | | | | | | | | | | | | |
| | 3B.4 Students consistently receive constructive, targeted feedback as well as guidance on how to improve | | | | | | | | | | | | | | | | | | | | | |
| | 3C. Staff regularly use technology to support student learning, enhance student engagement, and work toward developing innovative instructional practices. | | | | | | | | | | | | | | | | | | | | | |
| | 3C.1 Ensure that level of technology and infrastructure is sufficient to meet student instructional needs | | | | | | | | | | | | | | | | | | | | | |
| | 3C.2 Support and train staff in integrating technology into the classroom environment that supports and engages students | | | | | | | | | | | | | | | | | | | | | |
| | 3C.2.1 Establish district wide and building based PLC's to research, pilot, and share best practices | | | | | | | | | | | | | | | | | | | | | |
| | Use technology to prepare students to be successful global citizens | | | | | | | | | | | | | | | | | | | | | |



Wachusett Regional School District Strategic Action Plan 2016-2017

| WRSD 2016-2021 Strategic Plan (Ver.-9/1/16) | | 2016-17 | | | | 2017-18 | | | | 2018-19 | | | | 2019-20 | | | | 2020-21 | | | | |
|---|---|---------|---|---|-----|---------|---|---|-----|---------|---|---|-----|---------|---|---|-----|---------|---|---|-----|--|
| | | F | W | S | SUM | F | W | S | SUM | F | W | S | SUM | F | W | S | SUM | F | W | S | SUM | |
| PROFESSIONAL DEVELOPMENT | 4. Professional Development & Structures for Collaboration | | | | | | | | | | | | | | | | | | | | | |
| | 4A. Professional development includes high-quality job- embedded professional development aligned with district, school, and educator goals. | | | | | | | | | | | | | | | | | | | | | |
| | 4A.1 PD opportunities are specific, ongoing, and include a plan for support during initial stages of implementation | | | | | | | | | | | | | | | | | | | | | |
| | 4A.2 Educators align goals with district and school goals and PD provided to support district/school goals | | | | | | | | | | | | | | | | | | | | | |
| | 4A.3 Professional development will be supported annually through the budget process | | | | | | | | | | | | | | | | | | | | | |
| | 4B. Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices. | | | | | | | | | | | | | | | | | | | | | |
| | 4B.1 Provide training to building based teams on how to follow and use a team process and protocols | | | | | | | | | | | | | | | | | | | | | |
| | 4B.2 Monitor implementation process and make adjustments based upon student learning data | | | | | | | | | | | | | | | | | | | | | |
| | 4C. Professional development and structures for collaboration are evaluated for their effect on raising student achievement. | | | | | | | | | | | | | | | | | | | | | |
| | 4C.1 Use survey data on an annual basis to monitor staff needs, training implementation, and progress of strategic initiatives | | | | | | | | | | | | | | | | | | | | | |
| 4C.2 Monitor implementation process and make adjustments based upon student learning data | | | | | | | | | | | | | | | | | | | | | | |
| SOCIAL/EMOTIONAL LEARNING | 5. Students' Social, Emotional and Health Needs | | | | | | | | | | | | | | | | | | | | | |
| | 5A. Build an understanding of social, emotional and physical health as factors affecting learning. | | | | | | | | | | | | | | | | | | | | | |
| | 5A.1 Identify effective research based practices that promote student health | | | | | | | | | | | | | | | | | | | | | |
| | 5A.1.1 Develop a system of support | | | | | | | | | | | | | | | | | | | | | |
| | 5A.2 Educate all staff regarding student social, emotional and physical elements that impact learning | | | | | | | | | | | | | | | | | | | | | |
| | 5B. Engage families and the community in a partnership to increase the district's capacity to address students' social, and emotional health needs. | | | | | | | | | | | | | | | | | | | | | |
| | 5B.1 Educate parents and the community regarding social, emotional and physical elements that impact learning through the use of developmentally appropriate dialogue | | | | | | | | | | | | | | | | | | | | | |
| 5B.2 Maintain consistent protocols and communication across all district schools | | | | | | | | | | | | | | | | | | | | | | |
| 5B.3 Enlist local support agencies to provide wrap-around services | | | | | | | | | | | | | | | | | | | | | | |