

Webster Public Schools  
Strategic Action Plan  
June 2013-June 2017

**1. Introduction**

The Webster Public Schools Strategic Plan provides the roadmap by which the district will navigate the necessary changes to improve the educational outcomes for the children within our community. It has required critical reflection on the persistent issues of low student achievement, low graduation and high dropout rates, use of limited resources, and improving school climate. It has also required the collaboration of many voices from within our school community to clarify our values, goals, and actions. Many willing parties have provided input to the development of this plan, including the district leadership team, faculty and staff members, parents, and community partners. While none would assume to know all the answers to solving the problems facing the district, the collective wisdom represented in this plan does focus on determining our needs, prioritizing our work, and developing sustainable programs and services that will address the concerns beyond implementation of any one simple initiative.

The domains and strategic initiatives of the plan represent the areas identified as target areas based on district and school trend data analysis. The actions represented will initiate the plan and will be revised on a yearly basis to represent what has been learned through needs assessments, experimentation, and research based practices. While some of these actions are not necessarily new to our school community, the inclusion here represents an effort to advance and expand existing initiatives district wide. The targets establish the benchmarks which we can use to monitor our progress toward attaining our goals.

The work that will follow the guidelines of this plan will require an investment of our time, energy, and resources, but will start the district on a cycle of continuous improvement. As President Theodore Roosevelt said "Far and away the best prize that life has to offer is the chance to work hard at work worth doing." The work of improving education for the students of Webster Public Schools is the work worth doing.

**2. Vision**

The vision of the Webster Public Schools is to provide a quality education and a safe learning environment for all students and to empower all students to succeed as responsible, productive citizens in an ever-changing global society.

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**3. Shared Theory of Action**

If Webster Public Schools has a prekindergarten through grade 12 system, which effectively transitions every student between classrooms, grade levels, and schools by connecting high quality instruction with learning, then the students will have continued success beyond graduation.

**4. Core Values**

- a. All students can learn, and we welcome the responsibility to teach all students.
- b. All students have the right to a safe and academically rich learning environment characterized by rigorous expectations, effective instruction, and respect for diversity.
- c. The work of educators is complex and best accomplished through collaboration for the purpose of improving instructional practice and student learning.
- d. Ownership of educational progress and sustainability of improvement are achieved through shared leadership.

**5. Process**

The strategic planning process began with the retreat facilitated by William Garr, Future Management Systems, Inc. in June 2012. During the retreat, the district and school administration provided information and updates on the extensive professional learning within the district leadership team. They also discussed the strengths and challenges of the district, which led to the development of the five theme areas of the strategic action plan. Using data based decision making, the five theme areas were identified in collaboration with the district leadership team.

For the areas of attendance, academic achievement, and attainment of diploma, measureable goals were identified to allow the district leadership team to benchmark progress toward obtaining our goals using the SMART (specific, measureable, results oriented, and time bound) goal setting method.

The district launched stakeholder committees, each with a specific focus, related to the strategic plan themes in order to understand the issues through root cause analysis and to provide stakeholder feedback and input to the development of action steps to be implemented. To honor the individual professional expertise and my commitment to shared leadership, these committees are facilitated by members of the district leadership team.

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District Improvement Committees:

- 1) Parent-Teacher Advisory Council (Barbara Malkas and Ted Avlas)
- 2) Professional Development Committee (Andrew Kelley and Janice Daniels)
- 3) Attendance Committee (Steve Knowlton, Carrie Wallace, and Tony Kaczynski)
- 4) Special Education Advisory (Kathy Baris and Jennifer Lundwall)
- 5) Dropout Prevention (Kathy Baris, Steve Knowlton, Terri Stone, John Daniel)
- 6) District Data Team (Andrew Kelley, Janice Daniels, Jennifer Lundwall)
- 7) School Climate/Anti-Bullying (Carrie Wallace, Tony Kaczynski, Helen Rowling)
- 8) Transition Committee (Jennifer Lundwall and Helen Rowling)

With the goal of this plan to be a “living” document, guiding the actions and allocation of resources in the district, there will also be the need for on-going assessment of the plan through a formalized process using formative data analysis and reflection.

With completion of the action steps of the plan, and the on-going development of systems and protocols to support the implementation of the plan, the 2012-2013 year has been dedicated to developing the conditions for district improvement. This includes school climate and management of the learning environment, teacher professional development, alignment and allocation of existing resources, encouraging entrepreneurship in obtaining other funding sources such as grants, and compliance with regulations regarding educational access and attainment.

6. Themes

**Major theme areas:**

- Student attendance in school.
- Graduation rate improvement by decreasing dropout rates.
- Increasing student achievement through rigorous curriculum aligned to the 2011 Curriculum Frameworks.
- Developing community partnerships to improve education for all students.
- Engaging families in the education of their children.

These areas are referred to the five As:

- Attendance
- Achievement
- Attainment of diploma

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- Association with community partners
- Academic environment provided in and out of school in collaboration with our families.

A focus on the five As, as part of a comprehensive and strategic improvement plan, will guide the district toward achieving our goals and becoming an A+ school system.

**7. Goals**

- Increase the 4 year graduation rate by 10%
- Increase the average daily attendance rate by 5%
- Increase the percent of students scoring proficient or higher on the grade 3 reading comprehension assessment to 80%
- Increase the percent of students scoring 16/20 or higher on the grade 7 Long Composition rubrics to 80%
- Increase the percent of students algebra ready by 8<sup>th</sup> grade to 50%

**8. Actions**

Domains –

- I. Attendance
- II. Attainment of Diploma
- III. Achievement
  - 1. Curriculum
  - 2. Instruction
  - 3. Assessment
- IV. Academic Environment (Family Engagement)
- V. Accessing Community Partners

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**9. Targets of Success**

<b>Grade 3 - Reading Comprehension – 80% Proficient</b>										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Score	31	39	52	59	51	56.8	62.6	68.4	74.2	80

<b>Grade 7 – Writing – 80% Proficient</b>										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Score	50	37	46	55	45	52	59	66	73	80

<b>Grade 8 – Algebra Readiness – 50% Proficient</b>										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Score	41	28	35	38	32	36	39	43	46	50

<b>All Students - Attendance – Percent of student with less than 10 days absent</b>										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Score	64	58	65	55	57	59	62	64	66	68

<b>All Students – 4 Year Cohort Graduation Rate</b>										
Year	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
Score	70.6	66.9	80.0	73.9	73.4	75.3	77.2	79.2	81.1	83.4

# I. Attendance

Strategic Objective (s) :

To create a system of incentives, protocols, and programs that support student attendance in school and intervene when necessary.

<p><b>Strategic Initiative I.1:</b> Create an effective district wide attendance policy, procedure and protocol with specific building-based incentives.</p>	<p><b>Strategic Initiative I.2:</b> Create a tiered system with teacher (universal), administrator (targeted) and attendance committee (intensive) intervention involving the student, parent/guardian, and school/district staff.</p>	<p><b>Strategic Initiative I.3:</b> Create an attendance recovery program that centers on individual students success plan.</p>
<p><b>Activities:</b> Assemble a group of stake holders to develop draft policy.  Study models of effective school and district attendance policies.  Present final draft of attendance policy to school committee for adoption.  Implement and evaluate newly adopted attendance policy.</p>	<p><b>Activities:</b> Create protocol for each tier of intervention that takes effect no later than the <u>third</u> absence from class/school.</p>	<p><b>Activities:</b> Attendance Committee creates structure, expectations and protocol for Attendance Recovery Program.  Attendance Recovery Program evaluates and monitors success of individuals to report to the Attendance Committee.  Attendance committee gathers evidence of individual student success plans to investigate structural revision of the attendance policy.</p>

## II. Attainment of Diploma

### Strategic Objective(s):

To create a system of plans, protocols, and programs that support student attainment of a diploma, and to intervene when necessary with students at-risk for dropout.

<p><b>Strategic Initiative II.1:</b> Create an effective district wide dropout prevention program, procedure, and protocol with specific building-based targets.</p>	<p><b>Strategic Initiative II.2:</b> Create a tiered system with teacher (universal), counselor, administration (targeted) and Drop Out Prevention committee (intensive) intervention.</p>	<p><b>Strategic Initiative II.3:</b> Create a Credit Recovery Program that centers on the development of a High School Graduation plan.</p>
<p><b>Activities:</b> Needs assessment of current practices Understand the use of the Early Warning Indicator System (EWIS) Identify at-risk population of students Site visits to comparable districts with successful dropout prevention programs and strategies Reviewing research and effective practices in dropout prevention</p>	<p><b>Activities:</b> Create a High School graduation plan for all Webster Public Schools students by the end of eighth grade. Embed instructional and curriculum strategies/courses to help students succeed grade nine. Create an academic advisory system to inform and evaluate the high school graduation plan with identified benchmarks of success. Create a high school transition program for all at risk students in grade nine.</p>	<p><b>Activities:</b> Create an educational assessment to target the academic skills in literacy and mathematics of students entering a credit recovery program. Establish a structure and support system for a universal credit Recovery Program support system. Three levels of risk are designed to assess students throughout their educational career.</p>

## II. Attainment of Diploma

	<p>Convene a drop-out risk assessment meeting with student parent/guardian, counselors, teachers, and administrators to take any necessary actions and changes needed in High school graduation plan.</p> <p>Students identified at the highest level of risk will be referred to the Drop Out prevention committee to create an alternative pathway plan.</p>	
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# III.A. Achievement - Curriculum

## Strategic Objective 1:

To provide a guaranteed and viable curriculum aligned horizontally and vertically to the 2011 Massachusetts Curriculum Frameworks, including the Common Core State standards.

<p><b>Strategic Initiative III.A.1:</b></p> <p>Develop and implement standards-based curriculum maps for grades Pre-K through 12.</p>	<p><b>Strategic Initiative III.A.2:</b></p> <p>Provide training for school-based (PreK-4, 5-8, 9-12) professional learning communities to target academic and social expectations in the development of curriculum.</p>
<p><b>Activities:</b></p> <p>Staff committees will create and implement standards aligned Math and ELA maps and course syllabi.</p> <p>Evaluators will collect evidence of standards-based, aligned curriculum in walk-through observations as part of evaluation process.</p>	<p><b>Activities:</b></p> <p>Teachers will examine, analyze and modify benchmark and common unit assessments to reflect on unit design.</p> <p>District leadership team will evaluate current use of contractual time to identify opportunities for professional collaboration.</p>

## IIB. Achievement - Instruction

### Strategic Objective 2:

**To improve student learning through instructional practice that is informed by student data and teacher performance feedback.**

<p><b>Strategic Initiative IIB.1:</b></p> <p>Implement the Educator Evaluation Model, adapted and revised by the WEA, with fidelity.</p>	<p><b>Strategic Initiative IIB.2:</b></p> <p>Create a system to collect and analyze evidence of rigorous and engaging instructional tasks, supported through the district professional development plan.</p>	<p><b>Strategic Initiative IIB.3:</b></p> <p>Implement formative and summative student assessments and use data to inform instruction.</p>
<p><b>Activities:</b></p> <p>Administration team will participate in instructional rounds for the purpose of improving calibration and use of rubrics.</p> <p>Teaching staff will reflect on observation feedback as part of the professional practice growth model.</p>	<p><b>Activities:</b></p> <p>Teachers will develop professional practice goals that align with district and school professional development priorities (R&amp;R, Task Analysis, Data coaching model).</p> <p>Teachers will use the Rigor and Relevance framework, Blooms Taxonomy (Revised), and the process of Task Analysis to examine student work to improve instruction.</p> <p>Evaluators will provide feedback on classroom observations using the process of Task Analysis, the Rigor and Relevance framework, and Blooms Taxonomy (Revised).</p>	<p><b>Activities:</b></p> <p>District Leadership and WEA Board of Governance will implement District Determined Measures (DDM).</p> <p>The district will develop and implement common benchmark and formative assessments.</p> <p>High school staff will participate in training and implement Professional Learning Communities.</p>

# III.C. Achievement - Assessment

## Strategic Objective 3:

To develop a system of continuous growth and improvement by addressing individual student learning needs.

<p><b>Strategic Initiative III.C.1:</b></p> <p>Create an assessment system to identify student learning needs through benchmark and formative assessment data.</p>	<p><b>Strategic Initiative III.C.2:</b></p> <p>Train collaborative Data Teams for the purposes of data gathering, analysis, and action planning.</p>	<p><b>Strategic Initiative III.C.3:</b></p> <p>Adopt a tiered system of supports to provide a differentiated educational program.</p>
<p><b>Activities:</b></p> <p>District Leadership team and staff will participate in training for implementation of district assessment system.</p> <p>Teachers will implement benchmark and common formative assessments.</p> <p>District staff will engage parents to understand the purpose and results of benchmark assessments.</p>	<p><b>Activities:</b></p> <p>District will provide support and training in Data and Error Analysis.</p> <p>Teachers will use an analysis protocol and data reports within data teams to address student needs.</p>	<p><b>Activities:</b></p> <p>District Leadership team will participate in professional development training on MTSS.</p> <p>District Leadership team will complete the MTSS needs assessment as a district and for each school (based on the grade spans for the 2015 reconfiguration)</p> <p>District Leadership team will create an MTSS implementation action plan.</p>

## IV. Academic Environment

**Strategic Objective (s):**

**To provide students an academically rich learning environment within the school day, after the school day, and beyond the school year.**

<p><b>Strategic Initiative IV.1:</b> Provide academically rich learning environments including extended day and year programs.</p>	<p><b>Strategic Initiative IV.2:</b> Engage parents/guardians as partners in the learning and achievement of their children.</p>
<p><b>Activities:</b> Expand the implementation of 21<sup>st</sup> Century Learning Community Center programs at each school.  Increase participation in extended day and year programs by increasing the number of student engagement/enrichment options aligned to grade level curriculum standards.  Continue to create greater learning opportunities for all students through evaluation of the use of resources and the school schedule.</p>	<p><b>Activities:</b> Develop letters to inform parents/guardians on student achievement on benchmark assessments and plans for and enrichment and/or intervention.  Identify and provide strategies for increasing home practice of academic skills (i.e. reading, counting, problem solving).  Develop grade level brochures on the academic expectations for K-8 in English Language Arts and Mathematics.  Aligning processes identifying parent/guardian roles in prevention and intervention for the purposes of improving attendance and decreasing dropout (see domains I and II).</p>

## V. Accessing Community Partnerships

Strategic Objective (s):

To further identify and develop community partnership opportunities that provide students with a safe, supportive, and enriched learning environment.

<p><b>Strategic Initiative V.1:</b> Provide safe environments through collaboration with local and state community agencies and resources.</p>	<p><b>Strategic Initiative V.2:</b> Engage business community partners for each school and specific programs.</p>	<p><b>Strategic Initiative V.3:</b> Improve communication with the community for the purpose of informing all stakeholders on the work of the district.</p>
<p><b>Activities:</b> Establish schedule for district Emergency and Medical Response Planning committee. Completion of the revision of the district and schools Emergency and Medical Response Plans. Completion of annual drills (fire, hold-in-place, lockdown, and evacuation drills). Develop a plan for certification and re-certification for CPR/AED and First Aid for Medical Response Team at each school.</p>	<p><b>Activities:</b> Research the policies, procedures, and practices of implementing a school based community business partner model. Develop draft policy language for implementation with community business partners. Develop draft agreements for implementation with community business partners. Continue to work with the Webster Education Foundation in the reorganization and review of the charter.</p>	<p><b>Activities:</b> Develop and produce at a minimum at least six 30 minute broadcasts for local access television on topics of importance to the district. Develop protocols for regular review and updates of the district website.</p>