

Weston High School: Strategic Growth Plan 2025-2026

Introduction: A Strategic Framework for Growth

This strategic growth plan provides a unified and focused roadmap for continuous improvement at Weston High School (WHS). It directly addresses the three priority growth areas identified in the Spring 2025 New England Association of Schools and Colleges (NEASC) Decennial Accreditation Report. The plan synthesizes the findings and recommendations from the NEASC report with the specific, actionable goals outlined in the Weston High School 2025-2026 Improvement Plan, creating a cohesive framework to guide our efforts over the coming academic year.

1.0 Priority Growth Area 1: Development & Alignment of Curriculum & Assessment

Establish and implement teacher-led structures and processes for ongoing curriculum development throughout the year, with the support of school and district leaders. (2.2)

1.1 Strategic Overview

Establishing robust, teacher-led structures for ongoing curriculum review is fundamental to ensuring equitable, high-quality, and consistent learning experiences for all students. As highlighted in the NEASC report, a key opportunity remains to formalize processes for curriculum development, assessment, and grading. Overcoming operational challenges is critical to this effort, as past curriculum work involved a limited number of staff members, which constrained faculty buy-in. To ensure success, these teacher-led structures must be supported with dedicated time and clear guidance on using templates and rubrics effectively. By empowering and equipping a broad base of teachers to lead this work, Weston High School can ensure that every student benefits from a common framework of rigorous instruction and fair evaluation, ultimately bridging gaps in student experience and promoting shared academic outcomes.

Component	Description
Statement of Need	The NEASC report observed that students enrolled in the same course can have different learning experiences. It identified existing inequities among instructional practices, assessment methods, and grading policies that need to be addressed through a more unified curriculum.

Statement of Goal	Establish and implement teacher-led structures and processes for ongoing curriculum development throughout the year, with the support of school and district leaders.
Theory of Action	By implementing structured, teacher-led processes for curriculum development, WHS will foster greater consistency in instruction and assessment. This will lead to more equitable and shared learning experiences, better alignment of curriculum with school-wide goals, and improved student outcomes.
NEASC Alignment	This goal directly addresses NEASC Priority Area 1 and Standard 2.2 as identified in the decennial report.
Measure of Success	Success will be measured by the completion of curriculum revisions for all courses, the successful embedding of common assessments and grading practices to measure student learning, and the consistent use of curriculum templates and rubrics across and within departments.

1.2 Action Plan: Curriculum

The following table outlines key steps drawn from the WHS Improvement Plan that directly support the strategic goal of enhancing curriculum development and alignment. These school-wide initiatives demonstrate a commitment to refining instructional practice across all content areas.

Action Step	Timeline	Person(s) Responsible	Resources Needed	Measures of Success
Conduct an audit of current grading and/or assessment practices within departments to identify strengths and areas for alignment.	By June 2026	CILs Teachers	Department based resources, curriculum, assessments, and rubrics	Department summary document outlining current practices with strengths and gaps identified.

Develop common writing rubrics to support vertical alignment and measure student growth (9/10 & 11/12).	By June 2026	CILs Teachers	Dedicated meeting time Access to rubric resources	Common assessments, feedback, Scoring calibration
Revisit and revise curriculum documents for alignment with the content area National Standards and Portrait of the Graduate competencies.	By June 2026	CILs Teachers Asst Superintendent	Curriculum Docs National Standards Portrait of the Graduate Docs	Scope & Sequence Documents; Pacing Guides; Unit Plans

This systematic approach to curriculum refinement is complemented by the school's focus on developing comprehensive student support systems.

2.0 Priority Growth Area 2: Multi-Tiered System of Supports (MTSS)

Create a formal, defined Multi-Tiered System of Supports process to identify, refer, and support students who need additional assistance, including English Language Learners and students with special needs. (4.1, 4.5)

2.1 Strategic Overview

A well-defined and formally structured Multi-Tiered System of Supports (MTSS) is critical for addressing the diverse academic, social, and emotional needs of every student. The NEASC report acknowledged the significant progress WHS has made in developing intervention strategies, including the creation of a student support specialist role. The strategic priority is now to formalize this work into a clear, consistently applied process—supported by staff training and accessible documentation—to ensure that all students who require additional assistance are identified and supported in a timely and effective manner.

Component	Description
Statement of Need	The NEASC report identified a need for a more formal, defined, and consistently used MTSS process to ensure all students receive appropriate interventions. This includes the need for formal staff training on the referral process and clearer protocols for implementation.

Statement of Goal	Create a formal, defined Multi-Tiered System of Supports process to identify, refer, and support students who need additional assistance, including English Language Learners and students with special needs.
Theory of Action	By formalizing the MTSS process with clear protocols, dedicated personnel, and transparent communication, WHS will ensure that teachers can effectively implement Tier 1 strategies and that students needing further assistance receive timely, data-informed, and effective Tier 2 and Tier 3 interventions.
NEASC Alignment	This goal directly addresses NEASC Priority Area 2 and Standards 4.1 and 4.5 as identified in the decennial report.
Measure of Success	Key measures of success include the finalization and publication of the MTSS handbook, streamlined referral and data tracking processes, the development of comprehensive Tier 1, 2, and 3 interventions, and increased staff proficiency through professional development.

2.2 Action Plan: MTSS

The following table outlines key tactical steps from the WHS Improvement Plan that support the development of a robust MTSS framework. These actions focus on strengthening universal (Tier 1) supports and fostering a positive school climate, which are foundational to student well-being and success.

Action Step	Timeline	Person(s) Responsible	Resources Needed	Measures of Success
Incorporate effective learning strategies (Tier 1), focus on collaborative learning practices, and making thinking visible (ie: Building Thinking Classrooms, Harvard Project Zero Thinking Routines and Science Talk Strategies).	By June 2026	Asst Superintendent Building Admin CILs Teachers	Continued PD Dedicated Time	Peer Observations; Implementation of Student Centered Strategies

Develop and implement a plan to administer the Panorama Survey and increase participation across all stakeholder groups.	By March 2026	Principal APs PACT Committee	Dedicated PACT Time Faculty Meeting Time	Participation Rates
Identify Group Counseling needs through various team meetings throughout the year to increase adult student connections for vulnerable student populations.	By June 2026	PPS Staff	Scheduling Opportunities CORE Meeting Time	Climate Survey Results Group Counseling frequency Group Counseling participation CORE Meeting Minutes
Establish and maintain programming for new students and their families to foster a sense of connection and integration into the WHS culture.	By May 2026	School Counselors	Scheduling Dedicated Funds	Climate Survey New Student Group New Student Calendar of Events

Ensuring students are well-supported academically and emotionally requires a physical environment conducive to learning.

3.0 Priority Growth Area 3: Capital and Maintenance Planning

Develop and maintain short-term and long-term plans to address the capital and maintenance needs of the school building and facilities by working collaboratively with district leaders and evaluating necessary resources for implementation. (5.4)

3.1 Strategic Overview

A proactive, long-term approach to capital and maintenance planning is essential for providing a safe, modern, and effective learning environment. As identified by the NEASC visiting team, Weston High School's facility is clean and well-maintained, but a more strategic, collaborative, and transparent plan is needed to address deferred projects and future needs. By working with district leaders and incorporating stakeholder voices, WHS can ensure its physical plant continues to support all academic and co-curricular programs for years to come.

Component	Description
-----------	-------------

Statement of Need	The NEASC report highlighted the need for formalized short-term and long-term plans to address capital needs. While the facility is generally well-maintained, key projects, such as the upgrade of the C and D wings, have been deferred, necessitating a clear, prioritized plan for future improvements.
Statement of Goal	Develop and maintain short-term and long-term plans to address the capital and maintenance needs of the school building and facilities by working collaboratively with district leaders and evaluating necessary resources for implementation.
Theory of Action	By establishing collaborative planning structures with district leaders and creating formal channels for stakeholder input, WHS will develop a more predictable, transparent, and effective capital improvement process that directly aligns facility needs with the school's educational goals.
NEASC Alignment	This goal directly addresses NEASC Priority Area 3 and Standard 5.4 as identified in the decennial report.
Measure of Success	Success will be demonstrated by the creation of a clear timeline for key projects (e.g., north courtyard), the establishment of collaborative, team-driven decision-making structures, and the successful communication of facility needs to the broader community.

3.2 Action Plan: Facilities

The WHS Improvement Plan is primarily focused on academic and cultural goals. Therefore, the following action steps are drawn directly from the "Recommended Next Steps" in the NEASC Decennial Report for Priority Area 3, providing a clear path forward for achieving this facilities-related objective.

Action Step	Timeline	Person(s) Responsible	Resources Needed	Measures of Success
Expand opportunities for staff and students to have a voice in the design, prioritization, and implementation of capital improvements at WHS.	By June 2026	Principal Facilities AP	Agendas Meeting Availability	Documented stakeholder input on capital projects.

Create a plan and timeline for the north courtyard and student lounge projects with input from stakeholders.	By June 2026	Principal Facilities Committee	Access to Landscape Architect Meeting Availability Budget	Approved project plan and timeline for the courtyard and lounge.
Replicate team-driven decision-making structures employed in the furniture and copy machine lease projects when considering future capital projects that support students and staff.	By June 2026	Principal	Dedicated Meeting Time Protocol Development	Established protocols for team-driven decision-making on future capital projects.
Inform the community of school facility needs, such as the upgrade of C and D wings and the north courtyard renovation.	By June 2026	Principal	Timeline Budget The Week Ahead	Public communications plan and materials distributed to the community.
Establish relationships among internal stakeholders that collaboratively supports addressing capital needs in support of student learning and staff success.	By June 2026	Principal Central Office Staff Facilities Staff	Dedicated Meeting Time Protocol Development	Documented schedule of regular collaborative meetings and a shared process for tracking capital needs.

Conclusion: Commitment to Continuous Improvement

This strategic plan provides a clear, actionable framework for addressing the key recommendations from the NEASC accreditation process. By aligning the school's internal improvement goals with the expert feedback from the decennial review, Weston High School is well-positioned for meaningful progress. The school community's collective efforts will be guided by this plan, reinforcing a shared commitment to fostering an environment of academic excellence, comprehensive student support, and continuous institutional growth.