

WPS VISION

WPS graduates are confident, lifelong learners who are respectful and caring members of their community.

WPS MISSION

To prepare students for college, career, and community by providing high quality instruction, a rich and challenging curriculum and educational experiences that meet their individual needs and interests.

WPS CORE VALUES

Our Clarity of Purpose: Inspire the Love of Learning
Our Culture of Practice: Respectful and Caring

WMHS CORE VALUES

WMHS is a student-centered community committed to excellence in teaching and learning.
WMHS is a respectful learning community that promotes personal responsibility and acceptance of individual differences.

Focus Area

Goals and Action Steps

Quality Teaching:
achieves equity for all through deeper learning. This is rooted in the belief that all of our students possess innate capacity and creativity.

District Goal: Faculty and staff will have access to the information, resources and support they need to provide our students with opportunities to engage with grade-level work that is culturally relevant, authentic, and interactive

School Goal: Foster an environment that promotes the use of engaging teaching strategies and encourages teachers to participate in peer learning and professional development, leading to improved instructional practices and student outcomes.

Action Steps:

1. Peer Observations and Feedback: Educators will conduct peer observations at least once per quarter in a non-evaluative and constructive manner. Teachers will observe each other's classrooms to gain new perspectives, exchange feedback, and identify opportunities for growth. Classroom teachers will also engage in learning walks with their PLCs, department coordinators, curriculum coordinators, and evaluators.
2. Professional Development: Educators will engage in differentiated professional development by department and role to meet the growing needs of students.
3. Recognition and Appreciation: Instructional leaders will recognize and appreciate teachers who actively engage in peer learning and collaborative professional development, celebrating their contributions to the school community and acknowledge the positive impact they have on their colleagues and students.

Data & Evidence:

- Peer observation [notes](#)
- Professional Development session artifacts
- Staff recognition in weekly communications and at department/faculty meetings

Rich & Challenging Curriculum:
provides all of our students the opportunity to develop mastery, creativity and an ability to identify with the content. This will allow students to build knowledge, connect with content and demonstrate their understanding through creative representation.

District Goal: All of our students will have access to high quality instructional materials and engage in a consistent scope and sequence of content by grade level and department. Student progress will be monitored and communicated using a variety of assessments.

School Goal: Establish systems for measuring, analyzing, and communicating student achievement and growth that empowers educators, students, and parents with timely and actionable information.

Action Steps:

1. Progress Monitoring: Professional learning communities will identify existing methods for measuring growth and achievement, continue to revise these methods, and analyze the results. PLCs will also work on implementing consistent communication strategies to report progress to students and families.
2. Celebrating Student Progress: All staff will recognize and share student achievement and growth regularly with students and families to collaboratively support students.

Data & Evidence:

- Assessment data and reports from academic progress monitoring tools, such as common assessments.
- Students are able to identify personal areas of strength and areas for growth

	<ul style="list-style-type: none"> Family communications from teachers, teams, departments, and administration
<p>Individualized Student Learning: students engage with flexible and responsive interventions that are tailored to students' academic, physical and social-emotional needs.</p>	<p>District Goal: We will provide our students with intervention and supports that promote belonging, an awareness of individualized student needs, and the perspectives of others. We will do this through the creation of opportunities to engage with flexible and responsive supports and acceleration opportunities based on information gathered from classwork, observations, and assessment data.</p> <p>School Goal: Create and implement curricular units and classroom lessons that include challenging and differentiated instructional strategies that address the unique learning needs of each student, foster academic and social-emotional growth, and maximize student potential.</p> <p>Action Steps:</p> <ol style="list-style-type: none"> 1. Intervention Support: Identify through the Intervention process and provide targeted support for students who may be struggling academically or facing specific challenges. Utilize evidence-based interventions and monitor progress regularly to ensure effectiveness. 2. Instructional Practices: Educators will engage further in learning and developing supported instructional practices in classroom environments that support all learners, including specialized populations (such as Special Education, EL, and students with social/emotional/behavioral needs). 3. Advisory: Educators will continue to implement Advisory lessons to support students becoming more motivated and confident learners who actively set goals, record improved academic and personal outcomes, and can communicate purpose in decision-making skills. <p>Data & Evidence:</p> <ul style="list-style-type: none"> Achievement data demonstrating progress for students in targeted intervention groups Curriculum guides/materials for enrichment opportunities Intentional incorporation of practices related to social emotional learning

We recognize the importance of teacher leadership teams for their voice and ownership in the effective implementation and outcomes of this school improvement plan.