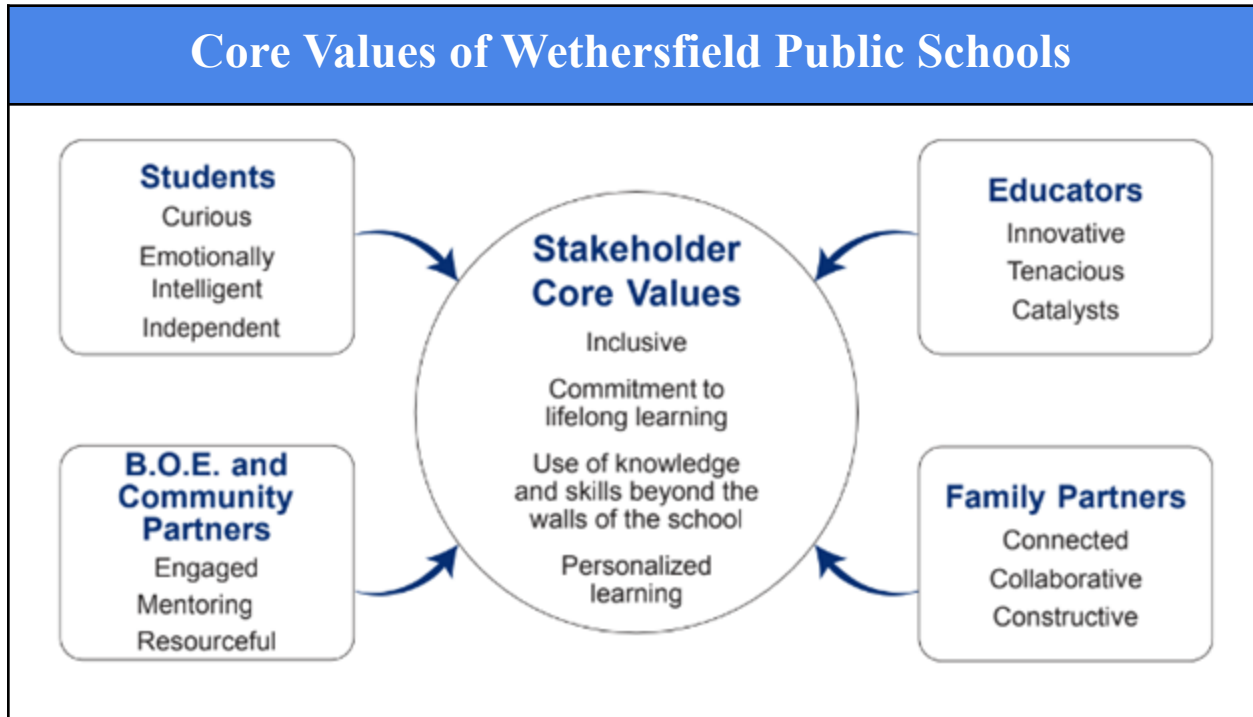


# Wethersfield Public Schools

## District Improvement Plan 2023-24

May 2024



District Priorities	Strategic Plan Alignment
<b>PRIORITY 1</b> - Build a positive, empathetic, and safe community and increase effective communication.	Goal 1, Action 4 Goal 1, Action 2
<b>PRIORITY 2</b> - Focus on student achievement through implementation of innovative, inclusive instruction and evidence-based practices.	Goal 1, Action 4 Goal 1, Action 2 Goal 1, Action 3
<b>PRIORITY 3</b> - Deliberately identify inequities in our policies and practices that impact our community, and change structures to ensure equitable outcomes for all, by specific characteristics, and specifically by race.	Goal 1, Action 5 Goal 2, Action 4

Leadership Team Members: Michael Emmett, Sally Dastoli, Dawn Campbell, Dr. Christina Zlatin, John Karzar, Elizabeth Frietas, Jim DeRagon, Jeff Telke, Trent Donohue, Matt Kozaka, Michael Baribault, Siobhan O'Connor, Michael Maltese, Tyler Webb, Stephanie Jacques, Tara Yusko, Ken Craig, Christine Mori, Neela Thakur, Glenn Horter, Patrick Cone

<p><b>Desired Goals or Results</b>  <i>What results do we need to work towards the vision?</i></p>	<p><b>PRIORITY #1: <i>Build a positive, empathetic, and safe community and increase effective communication.</i></b></p> <p><b>Theory of Action: IF we explicitly teach social-emotional learning skills and implement restorative practices THEN we will build a positive, empathetic, and safe community AND each student will demonstrate growth in both emotional intelligence and academic achievement as collaborators, communicators and problem solvers (Vision of the Graduate).</b></p>
<p><b>Measurements</b>  <i>What are the acceptable measures for each Desired Result?</i></p> <ul style="list-style-type: none"> <li>• <i>Must be measurable</i></li> <li>• <i>Must be proven drivers of improving student performance</i></li> <li>• <i>Focus on improvement from the previous year(s)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. SEL universal screen (Rethink Ed).</li> <li>2. Increase passing grades and credit attainment in the secondary grades.</li> <li>3. Improvement in discipline, attendance and achievement data.</li> <li>4. Survey results will provide quantitative feedback from parent, staff and students</li> </ol>
<p><b>Drivers of Results / Strategies</b>  <i>What are the major, research-based processes we're implementing to drive the desired level of student performance?</i></p>	<ul style="list-style-type: none"> <li>• An inclusive, safe and supportive culture and climate will increase student achievement.</li> <li>• Restorative Practices and ReThinkEd are based on research-based strategies.</li> <li>• All students will receive a strong Tier 1 SEL curriculum and develop SEL skills.</li> <li>• CASEL's 10 indicators</li> </ul>
<p><b>New Actions</b></p> <ul style="list-style-type: none"> <li>• <i>What specific actions do we need to take to support each of the drivers?</i></li> <li>• <i>Which stakeholder is accountable for the proper implementation of a specific action?</i></li> </ul>	<p>By the end of the 2023-24 school year:</p> <p>SEL Core Curriculum</p> <ol style="list-style-type: none"> <li>1. K-8 - Continue to implement an explicit SEL curriculum (ReThink Ed) and integrate SEL strategies across the curriculum.</li> <li>2. Grades K-8 - Each school will analyze SEL universal screen data and plan Tier 1, 2 and 3 support for students.</li> <li>3. Grades 7-12 - Implement explicit SEL instruction through the advisory period.</li> </ol> <p>Restorative</p> <ol style="list-style-type: none"> <li>4. A core group of staff from each school will complete Year 3 training on restorative practices (year 2 implementation).</li> </ol>

	<ol style="list-style-type: none"> <li>5. Each school will revise their multi-year action plan (2-3 years) for implementation of restorative practices across all schools.</li> <li>6. A core group of staff will continue implementing professional learning on restorative practices for their building staff. Include non-certified staff in at least one training</li> <li>7. Continue with respect agreements, restorative questions, and community building circles, and start utilizing restorative circles.</li> <li>8. Promote diversity, inclusion and equity by examining school culture, engagement, and structures through a racial equity lens.</li> <li>9. Administrative meetings will focus on SEL progress utilizing the CASEL Indicators, including restorative practices and explicit instruction as evidenced in routine walkthroughs in each building.</li> </ol> <p>Health and Safety</p> <ol style="list-style-type: none"> <li>10. Each building will maintain a team of identified members to train as responders to health and safety emergencies on school sites.</li> </ol> <p>Stakeholder Surveys</p> <ol style="list-style-type: none"> <li>11. Implement District wide parent, staff, and student (grades 4-12) surveys with a focus on SEL, social media, culture and climate topics.</li> </ol> <p>Budget</p> <ol style="list-style-type: none"> <li>12. Continue to direct and monitor district funding (operating budget) and grant funding (Title I - IV, ESSER, ARPA etc.) to align with priority areas for most effective use of resources.</li> </ol>
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<b>Desired Goals or Results</b> <i>What results do we need to work towards the vision?</i>	<p><b>PRIORITY #2: <i>Focus on student achievement through implementation of innovative, inclusive instruction and evidence-based practices.</i></b></p> <p><b>Theory of Action: IF we plan and implement student-centered, authentic learning and assessment practices, and continuously use student data to inform personalized instructional decision-making, THEN all students will demonstrate high levels of growth across skill areas.</b></p>
<b>Measurements</b> <i>What are the acceptable measures for</i>	<ol style="list-style-type: none"> <li>1. Achievement measures - (including but not limited to) <ol style="list-style-type: none"> <li>a. STAR benchmark assessment</li> </ol> </li> </ol>

<p><i>each Desired Result?</i></p> <ul style="list-style-type: none"> <li>• <i>Must be measurable</i></li> <li>• <i>Must be proven drivers of improving student performance</i></li> <li>• <i>Focus on improvement from the previous year(s)</i></li> </ul>	<ul style="list-style-type: none"> <li>b. BAS</li> <li>c. AimsWeb TEN</li> <li>d. LAS and TELL</li> <li>e. SRI</li> <li>f. SBAC and NGSS</li> <li>g. SAT</li> <li>h. AP / ECE</li> </ul> <ol style="list-style-type: none"> <li>2. Increase of passing grades at WHS and SDMS</li> <li>3. Improvement of Achievement Gaps</li> <li>4. Increased attendance rates</li> <li>5. Decreased SRBI Flags</li> <li>6. Decrease in Special Education prevalence rate</li> </ol>
<p><b>Drivers of Results / Strategies</b>  <i>What are the major, research-based processes we're implementing to drive the desired level of student performance?</i></p>	<ul style="list-style-type: none"> <li>• Vision of a Graduate focuses all schools on skills necessary for all graduates of WPS.</li> <li>• The workshop model of instruction is built on research-based strategies.</li> <li>• Science of Reading research based instruction in literacy.</li> <li>• <i>Building Thinking Classrooms in Mathematics</i> strategies.</li> <li>• Evidence of effective implementation of UDL strategies and practices in WPS classrooms (using CREC UDL evaluation tools).</li> <li>• Data-driven decisions (teacher, classroom, school, and district).</li> <li>• Targeted small group instruction designed to meet individual student needs.</li> </ul>
<p><b>New Actions</b></p> <ul style="list-style-type: none"> <li>• <i>What specific actions do we need to take to support each of the drivers?</i></li> <li>• <i>Which stakeholder is accountable for the proper implementation of a specific action?</i></li> </ul>	<p>By the end of the 2023-24 school year:</p> <p>Vision of a Graduate</p> <ol style="list-style-type: none"> <li>1. Support professional learning for teachers with the focus on inclusive instructional practices aligned with the WPS Vision of a Graduate.</li> <li>2. Continue to deepen staff understanding of instructional practices that provide equitable access to rigorous learning.</li> <li>3. Revisit the essential components of the workshop model through grade level, school and district meetings.</li> <li>4. Complete curriculum revision for courses identified on the 5 year curriculum revision cycle for grades 9-12.</li> </ol> <p>Using Data to Strengthen Tier 1 Teaching and Learning</p> <ol style="list-style-type: none"> <li>5. Examine student achievement data through different characteristics, including race, and identify and provide</li> </ol>

	<p>additional supports to ensure equal access to core curriculum.</p> <ol style="list-style-type: none"> <li>6. Increase the use of inclusive strategies and evidence-based instructional strategies to meet the diverse needs in the classroom, with a special focus on small group instruction, student discourse, and collaboration in grades K-6.</li> <li>7. Implement new research-based K-6 core math instructional resources with ongoing professional development and coaching for teachers.</li> <li>8. Investigate K-3 Reading Programs approved by the CSDE Center for Literacy.</li> <li>9. Continue to integrate K-12 professional development on Tier 1 strategies for English Language Learner students.</li> <li>10. Strengthen and streamline SRBI processes and intervention systems in grades K-12.</li> <li>11. Professional Development and Educator Evaluation Committee (PDEEC) will review state guidelines and recommend revised educator evaluation guidelines for BOE approval.</li> </ol> <p>Special Education</p> <ol style="list-style-type: none"> <li>12. Further develop the inclusive environments of specialized programs within Wethersfield Schools.</li> <li>13. Develop comprehensive programmatic supports in literacy and numeracy for our students with a specific learning disability.</li> </ol> <p>Budget</p> <ol style="list-style-type: none"> <li>14. Direct and monitor district funding (operating budget) and grant funding (Title I - IV, ESSER, ARP) to align with priority areas for most effective use of resources.</li> <li>15. Advocate for state of the art elementary schools to foster 21st Century Learning.</li> </ol>
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<p><b>Desired Student Goals or Results</b>  <i>What results do we need to work towards the vision?</i></p>	<p><b>PRIORITY #3: <i>Deliberately identify inequities in our policies and practices that impact our community, and change structures to ensure equitable outcomes for all, by specific characteristics, and specifically by race.</i></b></p> <p><b>Theory of Action: IF we grow in our individual and collective social consciousness and deliberately identify and address inequities in current policies and practices THEN</b></p>
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	<b>we will holistically close achievement, opportunity, and readiness gaps while empowering all students to demonstrate growth and success.</b>
<b>Measurements</b> <i>What are the acceptable measures for each Desired Result?</i> <ul style="list-style-type: none"> <li>• <i>Must be measurable</i></li> <li>• <i>Must be proven drivers of improving student performance</i></li> <li>• <i>Focus on improvement from the previous year(s)</i></li> </ul>	<ol style="list-style-type: none"> <li>1. Data such as achievement, suspension, and attendance rates will be analyzed to look at disproportionate demographic information.</li> <li>2. Number of staff of color that are hired and retained.</li> <li>3. Revised policy implementation.</li> </ol>
<b>Drivers of Results / Strategies</b> <i>What are the major, research-based processes we're implementing to drive the desired level of student performance?</i>	<ul style="list-style-type: none"> <li>• Family engagement is an evidence based strategy</li> <li>• Courageous Conversations using the Compass</li> <li>• Elevating voices from all stakeholders</li> <li>• More inclusive community</li> </ul>
<b>New Actions</b> <ul style="list-style-type: none"> <li>• <i>What specific actions do we need to take to support each of the drivers?</i></li> <li>• <i>Which stakeholder is accountable for the proper implementation of a specific action?</i></li> </ul>	<p>By the end of the 2023-24 school year:</p> <p>Social Justice Coalition (SJC)</p> <ol style="list-style-type: none"> <li>1. Continue and expand Social Justice Coalition (SJC) partnership by partnering with other community groups and organizations to further social justice courageous conversations.</li> <li>2. Increase the district and community understanding of social justice issues and engage in courageous conversations around these issues.</li> </ol> <p>School and District Equity Teams</p> <ol style="list-style-type: none"> <li>3. Continue year three of District Equity Team meetings and professional learning for administrators and staff representing the school based equity team. The District Equity Team will grow in their collective social consciousness and prepare to lead courageous conversations that will deliberately identify and address inequities in current policies and practices and work collaboratively to make improvements to policies/practices.</li> <li>4. Continue to use the Courageous Conversations Compass as a tool for conversations around diversity, equity and inclusion. (minimum 2 times)</li> <li>5. Analyze data such as achievement, suspension, and attendance data to identify and address</li> </ol>

	<p>disproportionate outcomes.</p> <ol style="list-style-type: none"> <li>6. Birth to Grade 6 - Parent Engagement Team will continue to strengthen authentic family engagement with an equity lens. They will work to engage and connect families to the district and improve communication and collaboration between parents and schools.</li> <li>7. Advocate for legislative changes necessary for free meals for all students.</li> <li>8. Continue to purchase books/materials that reflect diverse cultures and backgrounds that reflect our student body and community.</li> </ol> <p>Recruiting, Hiring and Retaining Diverse Educators and Staff</p> <ol style="list-style-type: none"> <li>9. WPS will continue to demonstrate growth in the hiring of staff who are of color or make up other underrepresented demographics.</li> <li>10. WPS will attend career fairs to recruit diverse staff.</li> <li>11. WPS will host two teachers from the CREC Teacher Residency Program at the elementary level.</li> <li>12. WPS will continue to support the third year of a BIPOC Affinity Group to support staff members of color.</li> <li>13. Develop a district plan to increase the racial, ethnic and linguistic diversity of the educator workforce.</li> </ol> <p>Budget</p> <ol style="list-style-type: none"> <li>14. Direct and monitor district funding (operating budget) and grant funding (Title I - IV, ESSER, ARPA, etc.) to align with priority areas for most effective use of resources.</li> </ol>
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