

WPS Vision for Learning

We believe that educators, parents, students, and the community co-create the conditions needed for all to thrive emotionally, socially, and academically. Our classrooms are respectful, inclusive, personalized learning spaces that support innovation and healthy risk-taking. Our learning community is built on a foundation of service, collaboration, and kindness and our students gain the skills and knowledge needed to make healthy, balanced life choices.

Our Beacons		
Our vision is summarized by three beacons, which guide the success of both individual students and the wider learning community. The beacons highlight our community’s expectations and aspirations for our students, our staff, and our schools.		
Individual Pathways for Success	Communities of Collaboration	Heathy Balance and Wellness
In achieving these beacons, WPS school and classroom success will be measured by the extent to which we:		
<ul style="list-style-type: none"> • Foster diverse pathways to success • Personalize learning • Support exploration, independence, and independent thinking • Embrace innovation 	<ul style="list-style-type: none"> • Build strong relationships • Create inclusive cultures and embrace individual heritage • Value ethical and kind behavior • Promote collaborative problem-solving • Encourage service to others 	<ul style="list-style-type: none"> • Invest in social-emotional and physical wellness • Inspire passionate and joyful learners • Enable self-regulation and mindfulness • Build confidence and autonomy

Goal 1:

Develop and execute effective plans, procedures, and systems to address students’ and staff members’ safety and health needs in accordance with COVID-19 DESE and public health protocols.

Action Steps:

- Establish systems and procedures in both in-person and online learning environments that are supportive of staff and student health and safety.
- Provide systems, equipment, supplies, and modifications to physical buildings to keep all students and staff members safe and healthy.
- Collect feedback from parents, students, and staff members to assess their safety and health needs and provide resources to support them.
- Foster and use partnerships with community agencies and organizations, especially public health, to assess and address student and staff member needs.

District

- District and school-based COVID-10 Planning and Implementation Team continues to meet to review re-opening status and progress.
- District Health and Safety Committee meets regularly to review issues related to health/safety of students, families, and staff members

- Develop, review, and coordinate building-based protocols, procedures, and facility modifications to ensure health/safety of school community.
- Procure, distribute, and monitor need for personnel protective equipment (masks, gloves, gowns, etc.) for use by staff members and students.

- Procure, install, and modify supplies and equipment as needed at each school to ensure school community safety (plexiglass dividers, signage, air purifiers, hand-washing stations, hand sanitizer dispensers, etc.)

<ul style="list-style-type: none"> • Work closely with the Winchester Health Department to monitor and respond to illness, including contact tracing and quarantine requirements. 	<ul style="list-style-type: none"> • Collaborate with the Department of Public Works to ensure effective operation of HVAC systems. 	
<p><u>Middle</u></p> <ul style="list-style-type: none"> • McCall Health and Safety Committee meets regularly to review issues related to health/safety of students, families, and staff members. • Survey McCall families to assess and respond to their safety and health needs. • Survey McCall staff members to respond to their safety/health needs. • Survey McCall students to respond to their safety/health needs. • Develop, review, and coordinate McCall Middle School protocols, procedures, and facility modifications to ensure health/safety of school community. 	<p><u>High School</u></p> <ul style="list-style-type: none"> • WHS Health and Safety Committee meets regularly to review issues related to health/safety of students, families, and staff members. • Survey WHS families to assess and respond to their safety and health needs. • Survey WHS staff members to respond to their safety/health needs. • Survey WHS students to respond to their safety/health needs. • Develop, review, and coordinate WHS protocols, procedures, and facility modifications to ensure health/safety of school community. 	<p><u>Elementary</u></p> <ul style="list-style-type: none"> • School-based Health and Safety Committees meet regularly to review issues related to health/safety of students, families, and staff members. • Survey elementary families to assess and respond to their safety and health needs. • Survey elementary staff members to respond to their safety/health needs. • Survey elementary students to respond to their safety/health needs. • Develop, review, and coordinate building-based elementary protocols, procedures, and facility modifications to ensure health/safety of school community.

Goal 2:

Develop and execute effective plans, procedures, and operational systems to address students’ and staff members’ emotional and social needs in both hybrid and remote programs.

Action Steps:

- Ensure both physical and virtual learning environments are accessible and welcoming.
- Establish systems and procedures, in both in-person and online learning environments, that are supportive of staff and student engagement and well-being.
- Implement systems that support a positive school environment across all learning contexts (in-person and remote) such as community meetings, consistent routines, student and staff celebrations, and frequent and open home-school communication.
- Identify and respond to students, families, and staff members who may be experiencing trauma and/or require additional supports from the school and community partners.
- Support scheduling that promotes connections between students and educators, provides time for teacher collaboration and planning, and ensures services and supports to students with disabilities and English learners.
- Develop professional learning plans to support culturally responsive, social-emotional learning that can be adapted and integrated into remote and hybrid learning contexts.

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- Conduct “equity walks” (both in-person and virtual) to support and reinforce an anti-racist and culturally responsive school environment.
- Create procedures for monitoring student attendance and engagement and develop plans to support students who

may become disengaged.

- Survey staff members about their well-being, assess their needs, and provide resources to support them.
- Survey students to check on their well-being and assess their needs, and provide resources to support students’ mental health and well-being.

- Review technology platforms, hardware, and software to ensure accessibility. Procure and train staff members in additional software programs to support student learning.
- Plan and implement training to support culturally responsive, social-emotional learning that can be adapted and integrated into remote and hybrid learning contexts.

<p><u>Middle</u></p> <ul style="list-style-type: none"> • Expand the use of RULER at McCall Middle School by providing training and review of current practices. • Implement consistent routines, conduct student and staff celebrations, and employ frequent and open home-school communication. • Hold regular meetings of team teachers, counselors, school psychologists, and special educators to identify and respond to students, families, and staff members who may be experiencing trauma and/or require additional supports from the school and community partners. 	<p><u>High School</u></p> <ul style="list-style-type: none"> • Implement consistent schedules and routines at WHS and employ frequent and open home-school communication. • Hold regular meetings of the student assistance teams, counselors, school psychologists, and special educators to identify and respond to students, families, and staff members who may be experiencing trauma and/or require additional supports from the school and community partners. 	<p><u>Elementary</u></p> <ul style="list-style-type: none"> • Review RULER implementation at the K-5 level and provide support/coaching to ensure consistent practices across the district. • Hold community meetings, employ consistent routines, conduct student and staff celebrations, and ensure frequent and open home-school communication. • Social-emotional learning coaches will meet regularly with administrators and school staff members to identify and respond to students, families, and staff members who may be experiencing trauma and/or require additional supports from the school and community partners.
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Goal 3.

Create and maintain a safe and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.

Action Steps:

- Develop students’ relationship and communication skills with both teachers and their peers by providing opportunities for students to learn in groups, both in-person and virtually.
- Establish and support norms for safe, collaborative, and culturally responsive student behavior when students engage in digital learning environments.
- Provide all students with equitable access to grade-level essential content and skills.
- Focus on inquiry and reflection as strategies for engagement, as well as for enhancing learning.
- Ensure students receive regular and specific feedback on work and participation to support their learning.
- Establish and sustain regular, collaborative meetings of educators to plan, assess, and share effective and innovative practices.
- Support challenging and engaging student learning.

District

- Use a variety of learning platforms (e.g. in-person, virtual, independent) to guide students to: identify their strengths, interests, and needs; problem-solve; ask for support when appropriate; take academic risks; and challenge themselves to learn.

- Increase opportunities for K-12 students to engage in real-world, authentic learning opportunities through the use of high quality performance assessments.
- Support grade-level teams in the use of school-wide and district-wide performance assessment creation and validation.

- Support high-quality professional development that includes both job-embedded and teacher-led learning opportunities tailored to the hybrid and full remote programs.

<ul style="list-style-type: none"> • Provide students with the means and opportunity to collaborate in both synchronous (e.g. live, online discussions) and asynchronous sessions (e.g. discussion boards, peer reviews of student work, independent work). 	<ul style="list-style-type: none"> • Publish and use K-12 curriculum overview documents to ensure instruction focuses on 20-21 priority learning standards. • Review the effectiveness of K-5 “choice boards” to ensure that they provide rigorous, engaging learning opportunities for students with diverse interests, skills, and needs. 	<ul style="list-style-type: none"> • Ensure that weekly grade-level and content teacher collaboration is focused on creating equitable learning opportunities for students, regardless of hybrid/full remote mode of learning. • Ensure that student feedback goes beyond traditional grading structures by employing conferencing, peer feedback, and self-reflection at all grade levels and content areas.
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