

Strategic Objective 1: Employ teaching practices that are highly engaging, emphasize innovation, and offer multiple paths to student success.

Strategic Initiatives:

- 1.1 Expand PK – 12 tiered levels of support to meet the academic needs of each student.
- 1.2 Strengthen Special Education programs and services to meet the needs of all students.
- 1.3 Provide professional development PK-12 for innovative, interdisciplinary and engaging pedagogy

Key Actions	Process Benchmarks	Outcome Benchmarks
<p>1. Teachers receive high-quality professional development on implementing Foundations, Wilson, Lucy Calkins, EmPower and aligned assessments.</p> <p>2. All classroom staff and Special Educators will receive refresher TC or BAS training.</p>	<p>1. 24 staff trained in Lucy Calkins. 10 K-1 and SpEd trained in Foundations. 14 trained in EmPower. 3 trained in Wilson</p> <p>2. Use of common rubrics and assessments.</p> <p>3. Meet across grade and school levels to reflect on implementation, discuss learning goals and standards.</p>	<p>1. All students progress on district-wide reading and writing assessments.</p> <p>2. Student artifacts reflective of standards</p> <p>3. Targeted Professional Development expanded to all grades completed</p> <p>4. Use of assessments to measure growth and inform instruction</p> <p>5. Opportunities provided for enrichment learning for students exceeding benchmark standards.</p>
<p>2. Align Tier 1 and 2 interventions with Core instruction.</p>	<p>1. Instructional Specialists (ELA and Math) and Special Educators support and model interventions for classroom teachers.</p> <p>2. Increased in-class use of flexible small group instruction with targeted outcomes.</p>	<p>1. Students receiving interventions perform as well as their non-receiving counterparts on reading assessments.</p> <p>2. Increased incident of Tier 1 support delivered in the regular education classroom.</p>

<p>3. Strengthen progress monitoring of students receiving Tier 1, 2 and 3 supports.</p>	<p>1. At grade level meetings and progress meetings continue to examine progress towards meeting established benchmarks (TC, DRA, EM4). Regularly consider adaptations including duration, intensity and frequency of interventions.                  2. Site visits to other schools to improve practice. (i.e. in district and other EDCO resources sites)                  3. Reaffirm importance of data usage and cycles of intervention.</p>	<p>1. Students progress during interventions matches their performance on general education assessments.                  2. Modification of process and structure of data gathering and interventions to improve student outcomes</p>
<p>4. Implement special education program for students with specific learning needs.</p>	<p>1. Review West Ed report with faculty. Implement recommendations.                  2. Increase opportunities for paraprofessionals to receive professional development to assist with implement of progress monitoring protocols/data collection tools.                  3. Maintain monthly Special Education staff meetings for knowledge sharing and honing of best practice.</p>	<p>1. Students demonstrate effective progress on the goals identified in their IEPs.</p>
<p>5. Continue to support instructional practices and curriculum opportunities that enable innovative, interdisciplinary and engaging pedagogy</p>	<p>1. Expand partnership with CCHS' Rivers and Revolutions from 2 to 4 Grade Five classrooms.                  2. Continue to expand opportunities for problem based learning (ex. mix it</p>	<p>1. Learning experiences for all students will be varied, authentic and targeted.</p>

	<p>up, campus landscape, Concord Conservation) and engagement with outdoor spaces (White’s Pond, Conservation trails, outdoor classroom)</p> <p>3. Build and maintain library of resources to support tiered instruction in all areas of the curriculum.</p> <p>4. Revisit school schedule to improve opportunities for standardization of RtI blocks and cross classroom flexible grouping.</p>	
<p>6. Communicate benefits of academic programming to Willard community.</p>	<p>1. Provide parent coffees targeting ELA and Math curriculum and instruction.</p> <p>2. Regularly tweet examples of teaching and learning student experiences @willardschool</p> <p>3. Weekly updates from classroom teachers regarding all areas of the curriculum.</p> <p>4. Quarterly updates from Special Subject Teachers (Library, PE, Art, Music and ELL).</p>	<p>1. Willard community will be informed via multiple means (presentations, email, Twitter, etc.) and be conversant regarding curriculum, instruction and enrichment opportunities and benefits.</p>

**Strategic Objective 2: Establish and commit to ensuring student achievement through student well being.**

**Strategic Initiative:**  
**2.1 Expand PK – 12 social/emotional curricula to include tiered level of support to meet Social Emotional Learning (SEL) needs of students and develop growth mindset, resilience, and empathy.**

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teachers implement Mindfulness unit from Open Circle curriculum.	<ol style="list-style-type: none"> <li>1. All Teachers receive training on new units by June 2019.</li> <li>2. New staff are trained by June 2019.</li> <li>3. Open Circle Parent training provided.</li> <li>4. SEL parent coffee offered in Spring.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students acquire coping skills to manage stress and anxiety.</li> <li>2. Parents are aware of practices, interventions and goals of SEL programming.</li> </ol>
2. Identify data collection tools for identifying students in need of Tier 2 and 3 level SEL interventions.	<ol style="list-style-type: none"> <li>1. Review and identify universal screener for social/emotional needs by January 2019.</li> <li>2. Train all teaching staff on use of screener.</li> <li>3. Screen all students by December 2019.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data on students in need of Tier 2 and 3 level interventions collected by December 2019.</li> <li>2. Implement interventions for identified students.</li> </ol>
3. Maintain Mindfulness Committee to foster school-wide initiatives focused on reducing student stress.	<ol style="list-style-type: none"> <li>1. Monthly meetings of the Mindfulness Committee.</li> <li>2. Members attend professional development and share key learnings during Faculty Meetings.</li> <li>3. Expand and deepen Mindful Mondays messaging.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students acquire coping skills to manage stress and anxiety.</li> </ol>

<p>4. Assess and codify existing interventions while also research new practices</p>	<p>1. Maintain existing programs (yoga, lunch bunch, buddy classrooms, BOK, social thinking, counseling, anti-bullying, student led all-school meetings, Think/Give, etc.) and explore new initiatives (Quiet Space, increased involvement of SRO) .</p>	<p>1. A catalogue of all interventions will be created, disseminated and used as a resource when considering RtI alternatives.</p>
<p>5. Design and implement special education program for students with social emotional learning needs.</p>	<p>1. Continue weekly site-based meetings of MHT. Continue monthly District-wide meetings of MHT. MHT serves as resource to Special Education teams</p>	<p>1. Students demonstrate effective progress on the goals identified in their IEPs.</p>
<p>6. In partnership with CMS, create a transition process that enables students and their caregivers to quickly acclimate and thrive in middle school</p>	<p>1. Collaborate with the leadership and staff of CMS to identify ways in which the transition process can be improved.</p>	<p>1. Grade six students and caregivers will report via survey that new processes enabled improved acclimation and academic readiness in middle school</p>

Strategic Objective 3: Create a collaborative and inclusive culture in the schools and community that values diversity and recognizes the contributions and uniqueness of each learner.

Strategic Initiatives:

- 3.2 Implement and expand ongoing professional development for all staff with a focus on cultural proficiency and inclusive practices to meet the individual learning needs of each student.
- 3.4 Continue to actively recruit and maintain a diverse staff in the District

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Engage teachers in professional development focused on cultural competency.	1. Collaborate with METCO Director to design rich professional learning opportunities for faculty and staff.	1. Students, parents and staff feel included, safe and represented in the school setting.
2. Design and implement community engagement events focused on cultural inclusivity.	1. PTG and Willard staff host International Festival to celebrate building-based diversity. 2. Students create welcoming signage in home language for display in lobby, flags hung outside gym, multicultural songs sung at school events.	1. Students, parents and staff see themselves represented and valued in the school setting.
3. Build awareness of cultural proficiency	1. All faculty read of, “Why are all the Black Kids Sitting Together in the Cafeteria”. 2. Facilitated discussion and all-faculty goal setting 3. As part of each faculty meeting, reading and reflection related to varied aspects of identity.	1. All Students, parents and staff feel connected and included in the greater school community.

<p>4. Recruit, hire and retain diverse candidates for staff positions.</p>	<ol style="list-style-type: none"><li>1. Leverage local and regional education networks to attract candidates</li><li>2. Attend Diversity Hiring Fair in the Spring</li><li>3. Support recently hired staff to enable assimilation and success.</li></ol>	<ol style="list-style-type: none"><li>1. The school will increase the number of diverse members of staff.</li><li>2. Recently hired diverse staff will be supported and contracts renewed.</li></ol>
--	---	--