A large group of children and adults are gathered in a school hallway for a panda-themed event. Many children are wearing white panda hats and holding signs that say "I Love Pandas!". Some children are holding small panda plush toys. In the background, there is a large panda cutout and a bulletin board with various cards. Two women are standing in the back, one on the left and one on the right. The scene is brightly lit and festive.

Weymouth Public Schools

**Strategic Plan
2023-2025**



About Our District

Weymouth Public Schools is a wonderfully diverse school district that is centered around educational excellence, engagement, equity and student growth. The district encompasses eleven school buildings, including an early education center, as well as a brand new state of the art middle school and a comprehensive high school. Students are exposed to rigorous academics and school ready programs at every grade level.

Strategic Planning

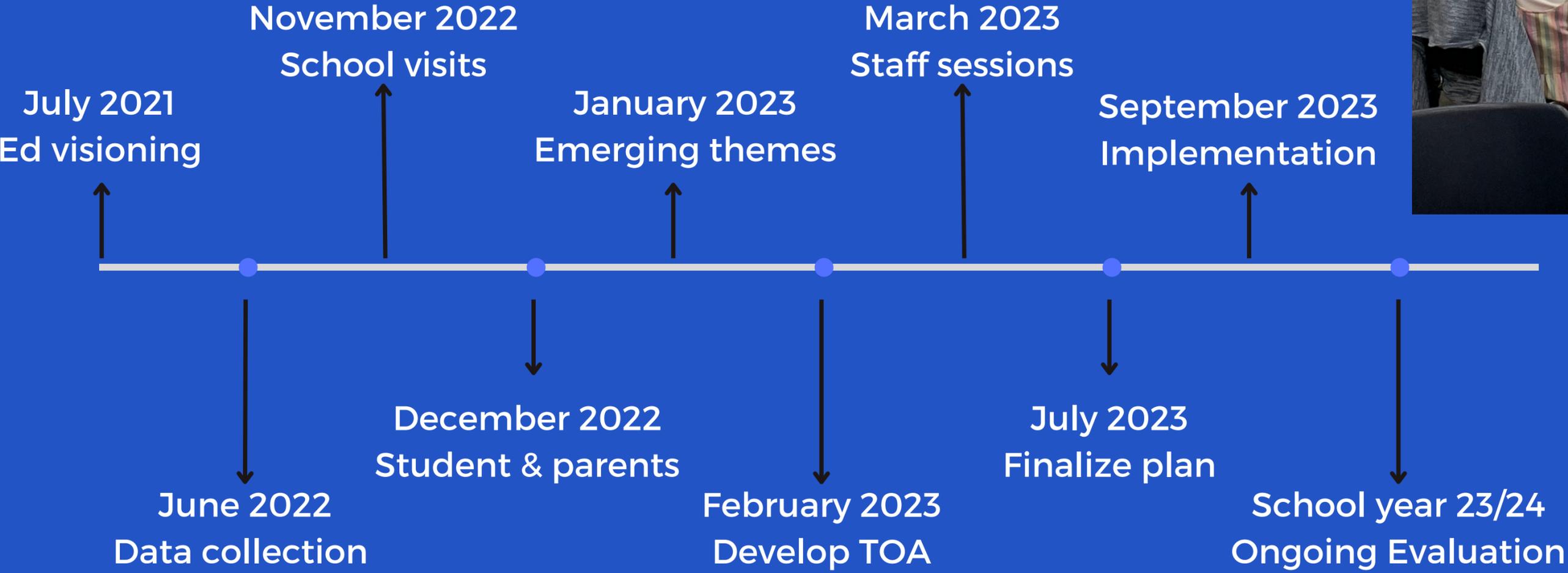
Purpose

A process which results in a comprehensive long-term planning tool for a school or a district. It is the cornerstone of all educational planning. Strategic planning is the process of setting goals, deciding on actions to achieve those goals, and mobilizing the resources needed to take those actions. A strategic planning process is designed to impel a district to action

Strategic planning is a deliberate, disciplined effort to produce fundamental decisions and actions that shape and guide what an institution is, what it does, and why it does it.



Timeline



Vision



At Weymouth Public Schools, we envision a dynamic and inclusive learning community where excellence is the standard and each individual is empowered to reach their full potential. We are committed to fostering an equitable environment that celebrates diversity, cultivates curiosity, and ignites a lifelong passion for learning.

Process

Where are we?



Where are we going?



How will we get there?

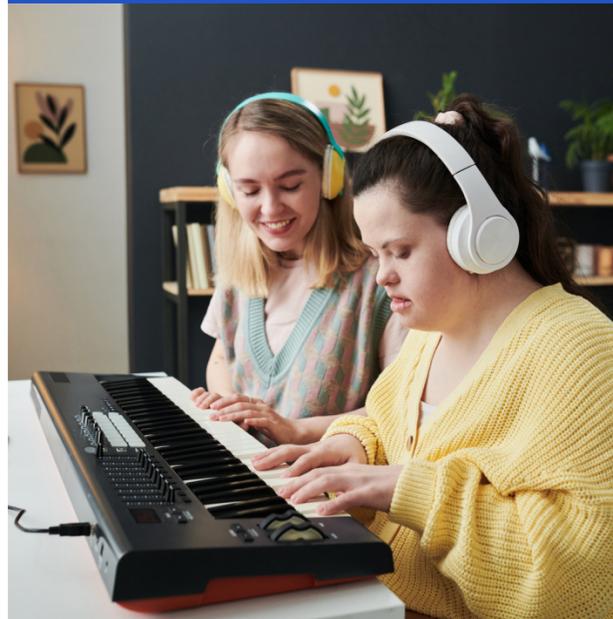


Three Es



Engagement

Empowerment



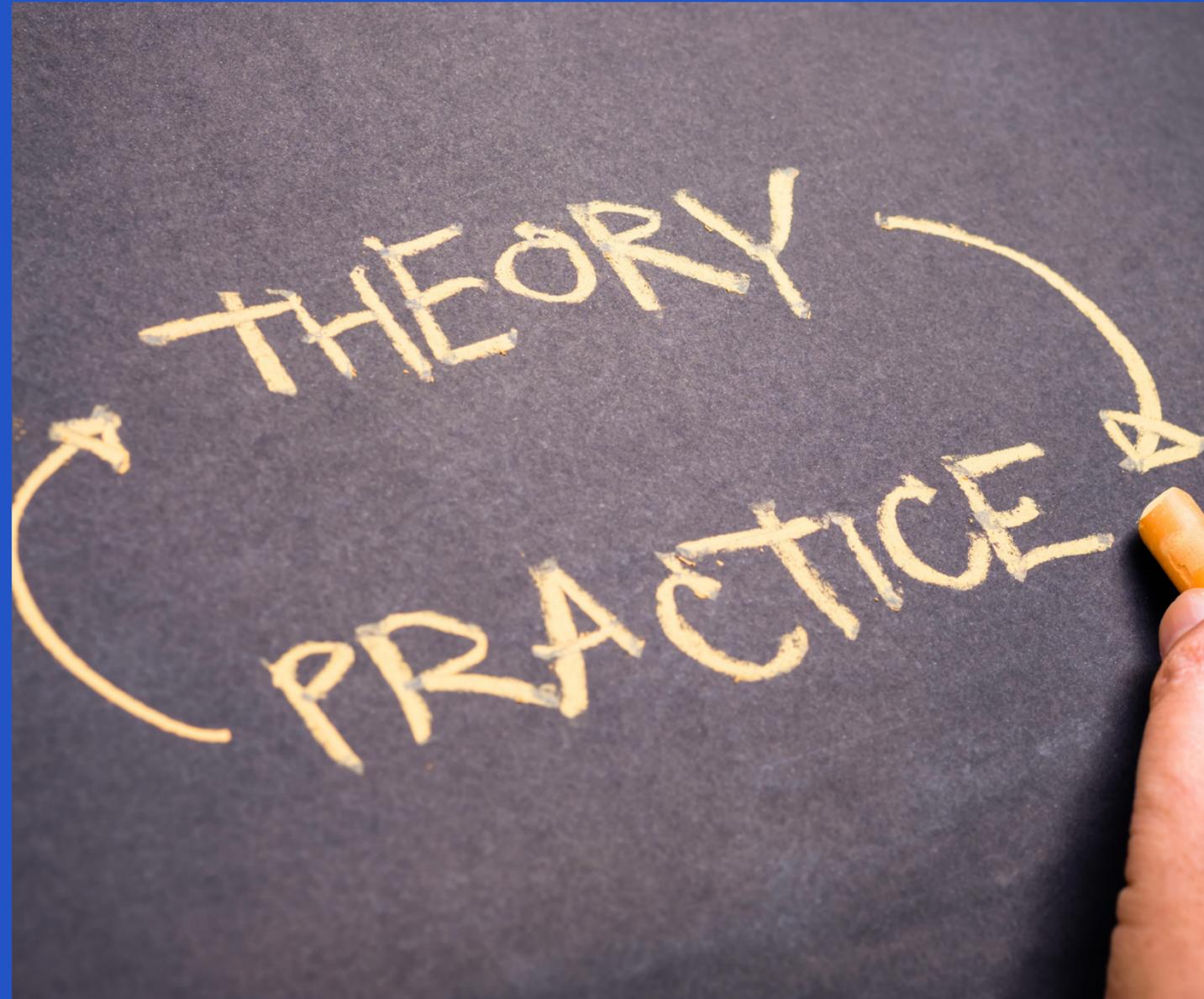
Equity



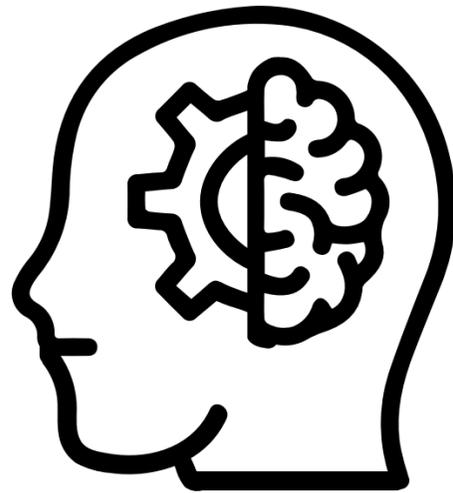
Theory of Action

IF WE provide opportunities and supports for collaboration, inquiry and learning to meet the diverse needs of every student, enhance opportunities for advanced learning through an engaging, rigorous and relevant curriculum experiences, and communicate effectively,

THEN ALL STUDENTS WILL be academically prepared for success in future endeavors, develop meaningful relationships and feel safe and secure in taking academic risks, will access community resources and build real world connections to their communities, becoming active citizens and lifelong learners.



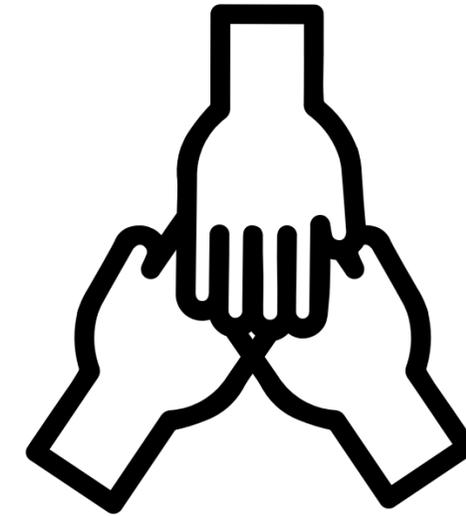
Focus Areas



Student
Learning



Student
Belonging



Family &
Community
Partnerships

Areas defined

Student Learning

The acquisition, development, and application of knowledge, skills, attitudes, and competencies by individuals during their educational journey

Student Belonging

The sense of connection, acceptance, and integration that students experience within their educational environment.

Family & Community Partnerships

The collaborative relationships and interactions between families, schools, and our local community to support the holistic development and well-being of children.

Student Learning

Goal

For the 2023/24 school year the goal is to perform at or above state averages for the MCAS exceeding/meeting category in the content area of ELA, Math and Science/Technology. For non MCAS tested grades we will use Dibels scores at the elementary level (Grades Prek-2) and common assessments at the secondary level (grades 9, 11, 12). We will use the 2023/24 assessment data to determine whether we did or did not meet this goal.



Student Learning

Expected Outcome	Action Steps	Leader-Team	Timeline
Resolute Instructional Leaders.	<ul style="list-style-type: none"> Increase capacity of building administrators through training, experience and expectations. 	<ul style="list-style-type: none"> Executive team Building administration 	July 2023 - June 2024
Clear expectations of Content Coaches and Interventionists.	<ul style="list-style-type: none"> Review needs of classroom teachers and support staff. Gather data from building administrators regarding academic needs of each school. Analyze data, determine needs. Align work of coaches and interventionists to needs. Provide professional development for coaches and interventionists. 	<ul style="list-style-type: none"> Building administration Executive team 	July 2023 - June 2024
Increased student achievement.	<ul style="list-style-type: none"> Evaluate current instructional practices. Ensure taught and assessed curriculum is aligned with standards. Evaluate educators; provide feedback and recommendation for improvement. Provide professional development. Create a culture of high expectations. Engage families to improve student attendance. 	<ul style="list-style-type: none"> Building administration Building administration Mel Curtin, Rich Bransfield, Maryann Foley Mel Curtin, Rich Bransfield, principals Rob Wargo Building administration 	August 2023 - June 2024



Student Belonging

Goal

By the end of July 2024, the district student attendance rate will improve to 93.3%. The 2022/23 attendance rate was 92.3%. Through engagement efforts increase student belonging which in turn should positively impact student attendance.



Student Belonging

Expected Outcome	Action Steps	Leader-Team	Timeline
Share information on the importance of school attendance.	<ul style="list-style-type: none"> Send educational messaging. Partner with DESE - <i>Students Belong in School</i> campaign 	<ul style="list-style-type: none"> Rob Wargo Principals 	January 2024 - March 2024
Track school and district data	<ul style="list-style-type: none"> School based attendance data End of year attendance data <ul style="list-style-type: none"> 10 or more absences 10% absenteeism 20% absenteeism 	<ul style="list-style-type: none"> Rob Wargo Principals 	September 2023 - June 2024
Intervention strategies	<ul style="list-style-type: none"> School SIPs <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Principals 	September 2023 - June 2024
Re-engage families	<ul style="list-style-type: none"> Examine root cause of absenteeism Collaborate with families 	<ul style="list-style-type: none"> Rob Wargo Principals 	September 2023 - June 2024



Family & Community Partnerships

Goal

By the end of July 2024, have a fully executed community strategy plan. The plan will address the platform through which we communicate with families, ensure communication is disseminated in an end-user friendly manner, is accessible to all stakeholders which may require translation or text to voice accommodations, and is at a “just right” frequency. In addition to improving how we inform families, we will develop strategies to engage families. We will provide opportunities to hear directly from our families, whether that be in our schools or conducting sessions in community hubs.



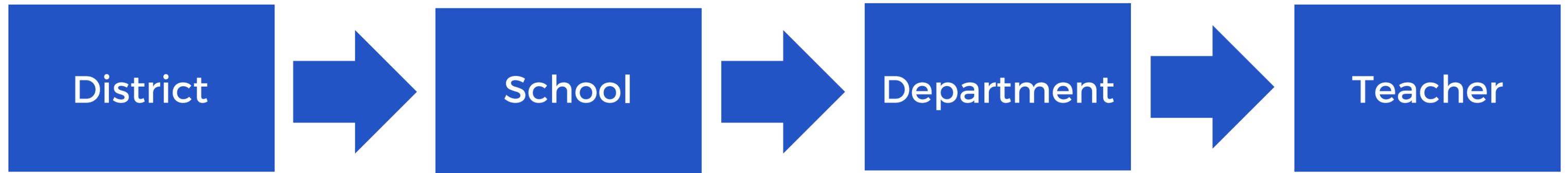
Family & Community Partnerships



Expected Outcome	Action Steps	Leader-Team	Timeline
End-user friendly communication platforms.	<ul style="list-style-type: none"> Survey families to determine best modes of communication. 	<ul style="list-style-type: none"> Rob Wargo Eileen Pitts 	July 2023 - January 2024
Develop communication strategy.	<ul style="list-style-type: none"> Review how, when <u>and the what</u> regarding communications to families. Make communication accessible: translation, text to speech Emergency vs non emergency protocols. 	<ul style="list-style-type: none"> Rob Wargo Eileen Pitts Executive team 	November 2023 - March 2024
Inform families.	<ul style="list-style-type: none"> Disseminate information. Tell the story of Weymouth Public Schools. Social media, email, videos. 	<ul style="list-style-type: none"> Rob Wargo 	July 2023 - June 2024
Engage families	<ul style="list-style-type: none"> Meet with the superintendent hours. Community forums. Cable access TV Visit community hubs 	<ul style="list-style-type: none"> Rob Wargo 	July 2023 - June 2024



Alignment



School Improvement Plans



William Seach Elementary School

School Improvement Plan 2023 - 2026



Weymouth High School

School Improvement Plan 2023 - 2026



Maria Weston Chapman Middle School Weymouth Public Schools

1051 Commercial Street, Weymouth, MA 02189 | P: 781-337-4500
Jennifer Dolan, Interim Principal jennifer.dolan@weymouthps.org
Joseph Amoroso, Interim Associate Principal joseph.amoroso@weymouthps.org

Chapman School Improvement Plan 2023-2024

Jennifer Dolan, Interim Principal

Joseph Amoroso, Interim Associate Principal

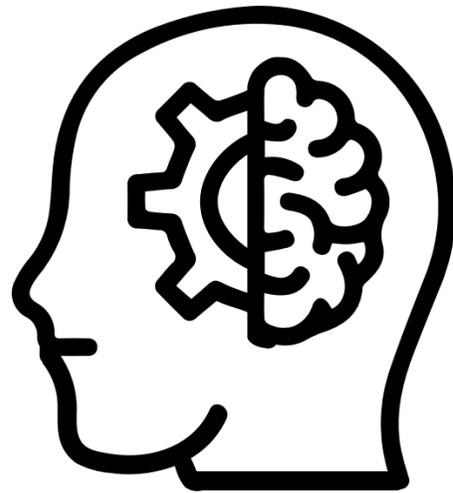
Jessica Whelan, Assistant Principal - Grade 6

Dennis Jones, Interim Assistant Principal - Grade 7

Natasha Lassiter, Assistant Principal - Grade 8

Brianna Cormier, Special Education Department Head

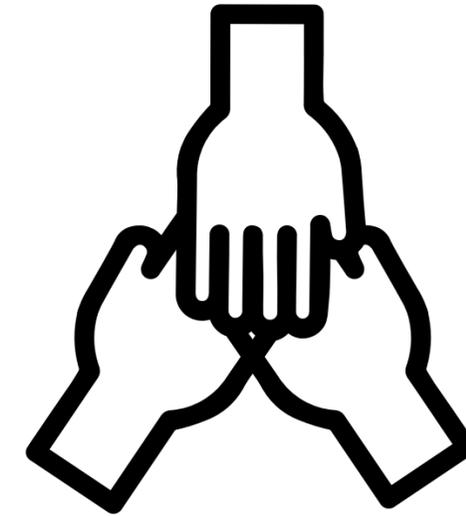
Focus Areas



Student
Learning



Student
Belonging



Family &
Community
Partnerships

“One Pager”

Weymouth Public Schools
Improvement Strategies 2023-2026



Vision		
<p>At Weymouth Public Schools, we envision a dynamic and inclusive learning community where excellence is the standard and each individual is empowered to reach their full potential. We are committed to fostering an equitable environment that celebrates diversity, cultivates curiosity, and ignites a lifelong passion for learning.</p>		
Theory of Action		
<p>IF WE provide opportunities and supports for collaboration, inquiry and learning to meet the diverse needs of every student, enhance opportunities for advanced learning through an engaging, rigorous and relevant curriculum experiences, and communicate effectively, THEN ALL STUDENTS WILL be academically prepared for success in future endeavors, develop meaningful relationships and feel safe and secure in taking academic risks, will access community resources and build real world connections to their communities, becoming active citizens and lifelong learners.</p>		
Focus Areas		
<p><u>Student Learning:</u></p> <p>The acquisition, development, and application of knowledge, skills, attitudes, and competencies by individuals during their educational journey.</p>	<p><u>Student Belonging:</u></p> <p>The sense of connection, acceptance, and integration that students experience within their educational environment.</p>	<p><u>Family & Community Partnerships:</u></p> <p>The collaborative relationships and interactions between families, schools, and local communities to support the holistic development and well-being of children.</p>

Thank You

Questions
or
Wonders