

## ORGANIZATIONAL SECTION – MISSION AND GOALS

### Mission Statement

Personal and civic responsibility, love of learning, and empathy for others: these are the qualities that the Wayland Public Schools seek to instill in its students. At its core, our mission is to provide a rigorous and stimulating academic environment that promotes the acquisition of knowledge and skills. Yet we deem it equally important to nurture self-confident, collaborative, and conscientious individuals. We strive to create a climate where risk-taking is safeguarded, open expression is encouraged, and free association is protected. Our goal is to advance our students' growth into principled, informed, and capable citizens who will help guide a democracy that follows humanitarian principles in the global forum, and shape a just society where individuals may reach their full potential.

### District Improvement Goals

#### Goal 1: **U**sing Data Wisely

To strengthen the achievement of each learner through ongoing access to and use of data so that resources (funding, staffing and time) are allocated efficiently, accurately and effectively.

#### Goal 2: **N**urturing Early Childhood Development

To nurture early childhood development by fostering community structures and support services to meet the growing social, emotional and education needs of the children and families in Wayland.

#### Goal 3: **I**nfusing Technology and Design

To infuse technology and design throughout the curriculum with an emphasis on students building the skills they need to solve real world problems as they create, model and learn.

#### Goal 4: **T**raining Global Citizens

To train students to be productive global citizens of their country and the world by developing requisite skills, which include civility and proficiency.

#### Goal 5: **E**levating Achievement

To utilize existing systems of structured support and engagement in combination with new initiatives in order to elevate the academic achievement of all students.

#### Goal 6: **D**eepening Wellness Skills and Insights

To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities and safety.

**UNITED Area: Elevating Achievement**—To utilize existing systems of structured support and engagement in combination with new initiatives in order to elevate the academic achievement of all students.

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District Target Goal #1: In fall 2020, identify students’ academic progress in the context of the pandemic, then utilize effective instructional practices to maximize individual student’s academic growth during the 2020-21 school year.

	<b>Strategic Actions</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
1.1	Utilize common assessment tools to measure student engagement, knowledge of subject matter, skills proficiency and other criteria determined at the building level.	Principals, Assistant Superintendent, Curriculum Directors	Grade-level and course-specific common assessments; analyses of assessment results	2020-21 school year
1.2	Support building-based teams, in the context of our 2020-2021 student schedule, in their use of data-informed practices to nurture students’ academic and social-emotional growth.	Principals, Assistant Superintendent, Curriculum Directors	Feedback from building-based teams; examples of team practices	2020-21 school year
1.3	Adapt existing teaching methods and interventions, as needed, to address the unique challenges brought on by the pandemic.	Principals, Assistant Superintendent, Curriculum Directors	Examples of instructional practices; feedback from teacher surveys; analysis of student progress	2020-21 school year
1.4	Create a district-wide team to collect and share data around struggling students, and develop pedagogical and budgetary recommendations to the Admin Council and School Committee to address learning trends.	Assistant Superintendent	Team reports; data analysis; budget recommendations	Fall and winter of 2020-21 school year
1.5	Use staff input to develop professional development opportunities to further develop practices that support student growth in remote, hybrid and WRAP environments.	Assistant Superintendent, Principals, Curriculum Directors	Professional development plan; feedback from teacher surveys	2020-21 school year

UNITED Area: **Elevating Achievement**—To utilize existing systems of structured support and engagement in combination with new initiatives in order to elevate the academic achievement of all students.

District Target Goal #2: Over the course of the 2020-21 and 2021-22 school years, identify and address structural and systemic obstacles so that there is equitable engagement of Black and Latinx students in advanced coursework. More diverse racial and cultural student backgrounds in a classroom enhance the learning experience for all students.

	<b>Strategic Actions</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
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2.1	Start early using K-5 literacy and math assessments and teachers' observations to identify Black and Latinx students who show academic readiness and motivation to do advanced work.	Assistant Superintendent, Principals, Curriculum Directors	Assessment data; lists of identified students	2020-21 and 2021-22 school years
2.2	In Year 1, evaluate and identify additional resources and out-of-school support needed to promote the academic success of Black and Latinx students in advanced coursework. In Year 2, implement the identified resources and support.	Principals, Diversity and Equity Coordinator	List of identified resources and support; implementation of new resources and support/programs	2020-21 and 2021-22 school years
2.3	Offer PD opportunities to deepen practices to create culturally responsive, anti-racist classrooms.	Principals, Assistant Superintendent, Diversity and Equity Coordinator	Professional development offerings; feedback from teacher surveys	2020-21 and 2021-22 school years
2.4	Include key stakeholders (e.g., METCO Academic Coordinators for Boston resident students) in course level change discussions.	Principals, METCO Director, Diversity and Equity Coordinator	Course placement outcomes	2020-21 and 2021-22 school years
2.5	Evaluate current course placement processes for rising 6th grade (if levels exist in 2021-2022 in 6th grade) and 9th grade students to ensure that Black and Latinx students have equitable access and opportunity to enroll in advanced or honors level courses.	Principals	Course placement process; course placement outcomes; communication to families	2020-21 and 2021-22 school years
2.6	In year 1 evaluate and identify existing programs to prepare and monitor the successful transition of 6th and 9th grade students. In year 2, implement any expansions identified to serve the needs of students.	Principals, Assistant Superintendent, Diversity and Equity Coordinator	Evaluation of current transition practices, implementation of new transition practices	2020-21 and 2021-22 school years

UNITED Area: **Deepening Wellness Skills and Insights**—To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities and safety.

District Target Goal #3: During the 2020-21 school year, given the challenges and stress of remote and hybrid teaching and learning, prioritize social-emotional well-being for students and staff in order to foster a compassionate and nurturing learning environment.

	<b>Strategic Actions</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
3.1	Continue to teach and practice social-emotional skills using the updated core competencies and definition of SEL from the Collaborative for Academic, Social and Emotional Learning (CASEL).	Principals and Richard Whitehead	Professional Development session to review changes	2020-2021 school year
3.2	Identify and create voluntary leadership opportunities that enable students to foster positive attitudes about self and build connections to peers and the school community.	Principals	Extracurricular and during the day leadership opportunities	2020-2021 school year
3.3	Provide ongoing support to staff to attend to their social-emotional needs given the significant impact of the pandemic on schools including professional development and optional support opportunities.	Richard Whitehead and principals	Workshops with McLean consultants	2020-2021 school year
3.4	Provide staff and parent training to support them in validating students' experiences during the pandemic.	Richard Whitehead and principals	Workshops with McLean consultants	2020-2021 school year
3.5	Form a working group and host workshops for parents, caregivers and staff to identify ways to proactively address the issues of sexual harassment and racism.	Superintendent	Partnership with REACH to hold sessions throughout the year	2020-2021 school year