



Westport Community Schools

— Growing Opportunities —

District Improvement Plan 2019-2020 School Year

(Approved by the Westport School Committee 6/13/19)

The Westport Community Schools Leadership

School Committee Members

Mr. Antonio Viveiros, Chair
Ms. Nancy Tavares, Vice Chair
Ms. Michelle Orlando
Ms. Melissa Pacheco
Ms. Nancy Stanton-Cross

Central Office Administrative Team

Dr. Gary S. Reese, Superintendent
Mr. Darren Elwell, Director of Curriculum
Ms. Kristin McDaniel, Human Resources Coordinator
Mr. Raymond Nekrasz, Director of Technology
Ms. Michelle Rapoza, Business Manager
Ms. Elaine Santos, Director of Pupil Personnel Services
Ms. Melissa Sousa, Executive Business Services

Macomber Elementary School

Prekindergarten - Grade Two
Dr. Cheryl Greeson, Principal

Westport Elementary School

Grades Three - Six
Ms. Stacey Duquette, Principal
Ms. Leah Chesney, Interim Vice Principal

Westport Junior Senior High School

Grades Seven - Twelve
Mr. Mitchel Aho, Principal
Ms. Karen Archambault, Vice Principal
Mr. Bryan Oliveira, Vice Principal

June 2019

Dear Westport Community:

We are very pleased to present the district improvement plan for the Westport Community Schools. This plan was established in consultation with the district and school-based leadership team and in alignment with the goals established in our long range strategic plan dated from 2017-2020.

We were very intentional in the development of this year's plan with regards to areas of focus. This plan is developed consistent with the four standards that are identified in the Massachusetts Department of elementary and Secondary Education educator evaluation framework. In constructing this document in that format, we are conscientiously establishing a through-line between district goals, school goals, administrator goals and educator goals. It is our belief that this approach will help everyone in the district to be focused on the same priorities which we believe will have the greatest impact on improving outcomes for our students. In keeping with Westport rich boating history... we want all staff in the district *rowing* in the same direction!

Over the course of this school year, we will be working with members of the community to update our long-range strategic plan. Strategic plans are typically developed for a 3-5 year period and identify the long-term goals that the district intends to accomplish during that time period. District improvement plans are connected to the strategic planning document in that they identify what we plan to focus on during that particular year in order to help realize our long range goals. As we begin to work on our strategic plan, we will be reaching out to various members of the school community and the larger community of Westport for assistance with the establishment of the plan.

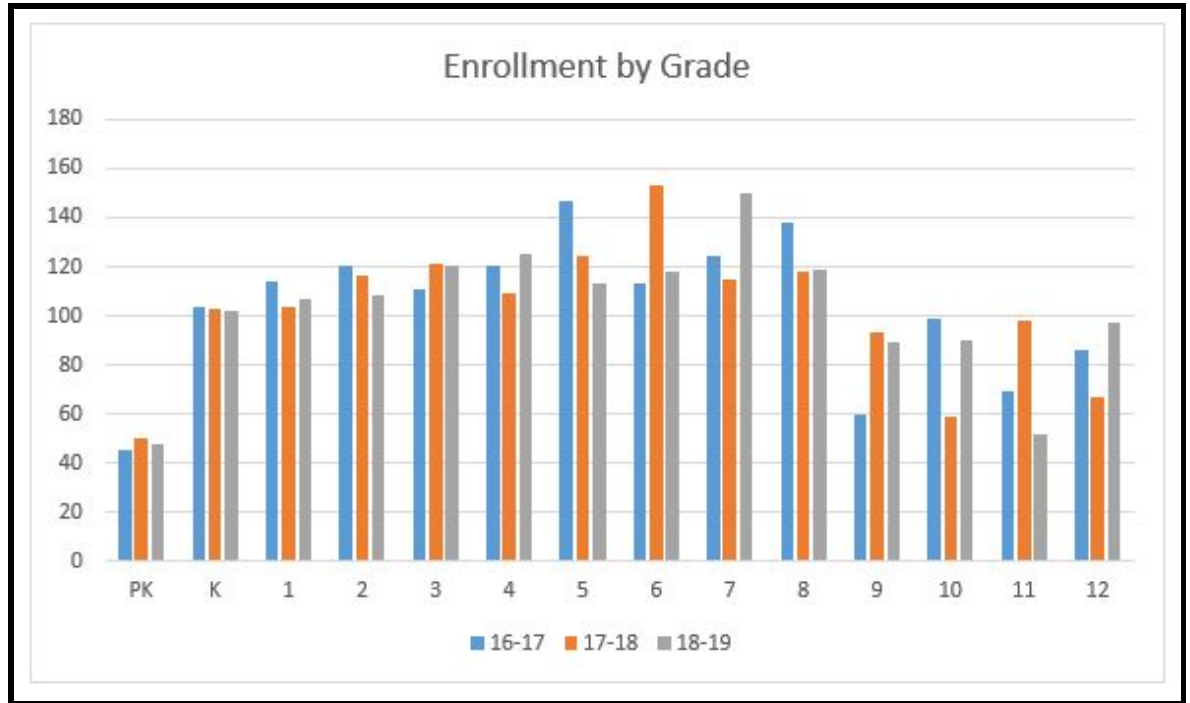
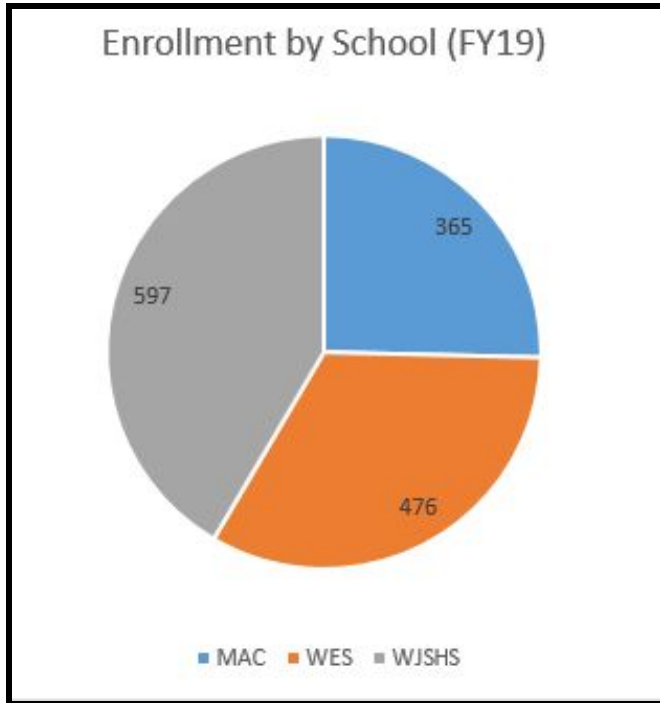
I am proud to be a part of this community and look forward to addressing this year's goals.

Best,

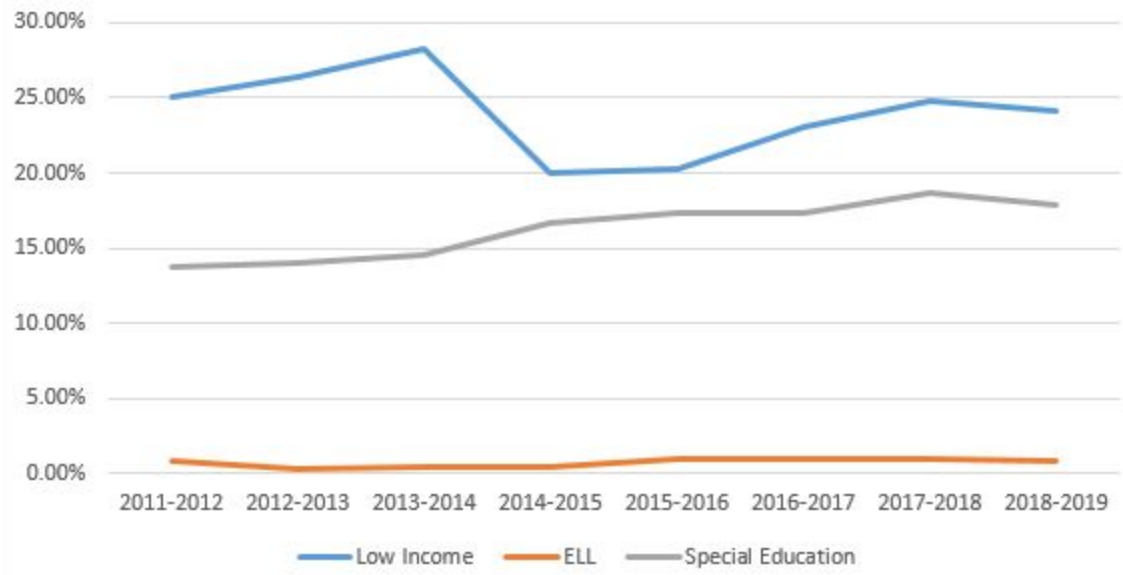
Gary S. Reese, Ed.D.
Superintendent of Schools

Westport Community School Data

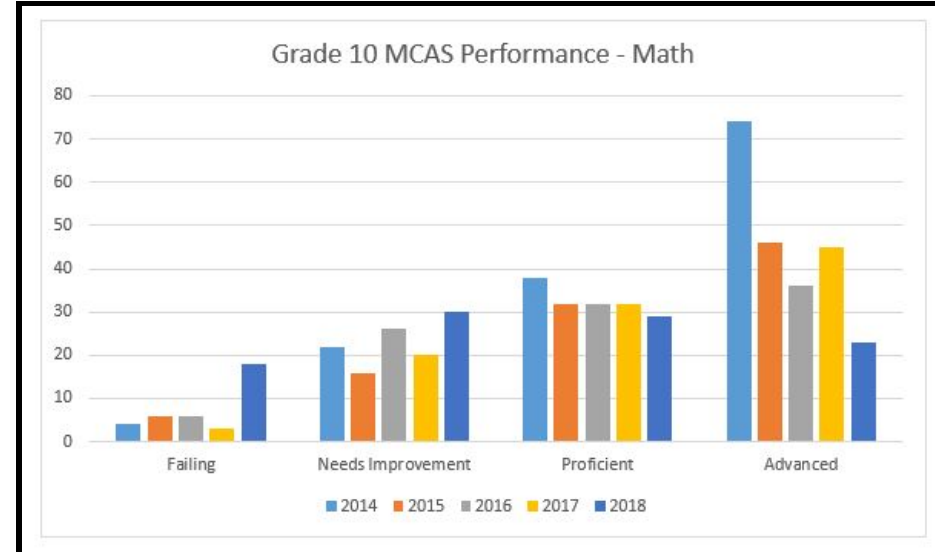
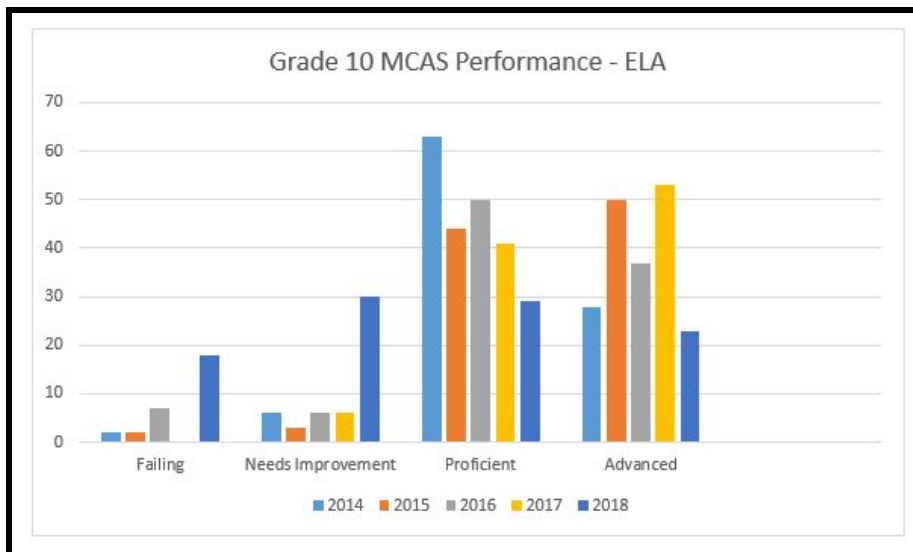
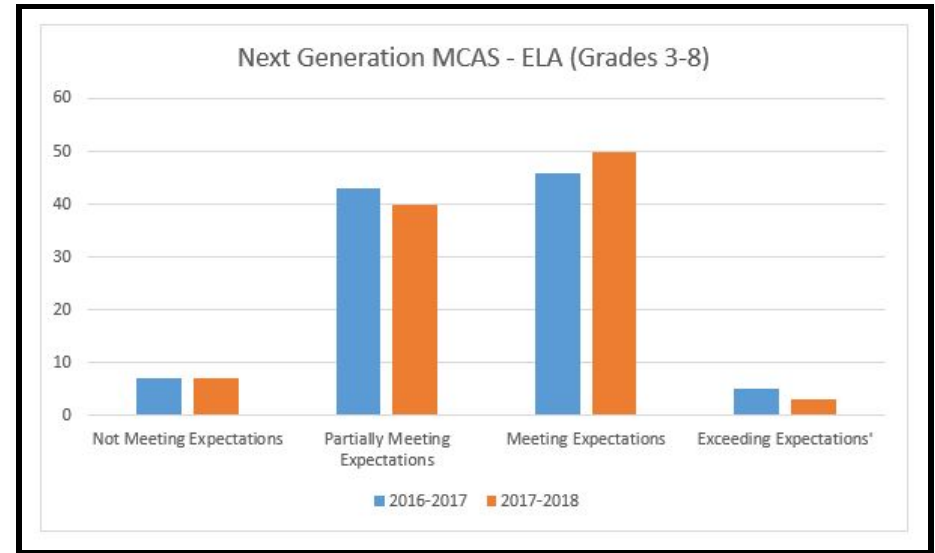
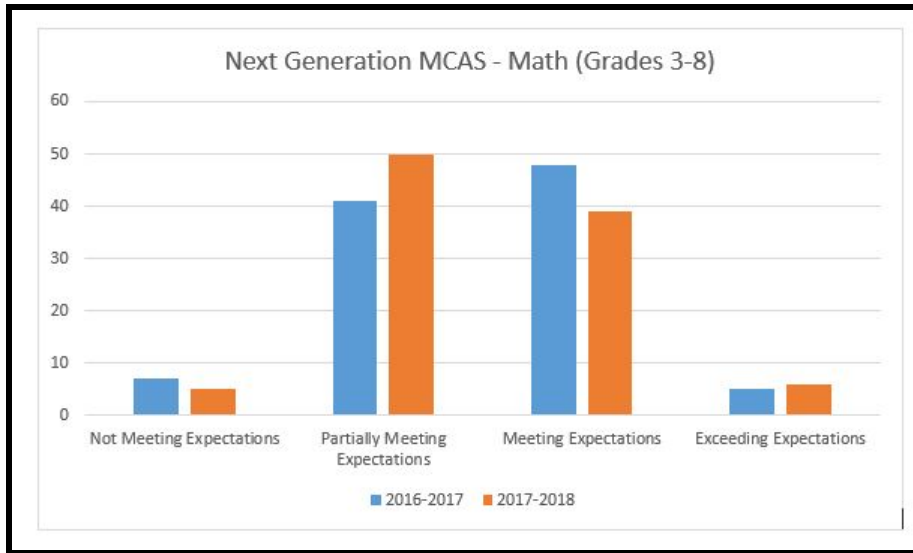
Student Enrollment Data



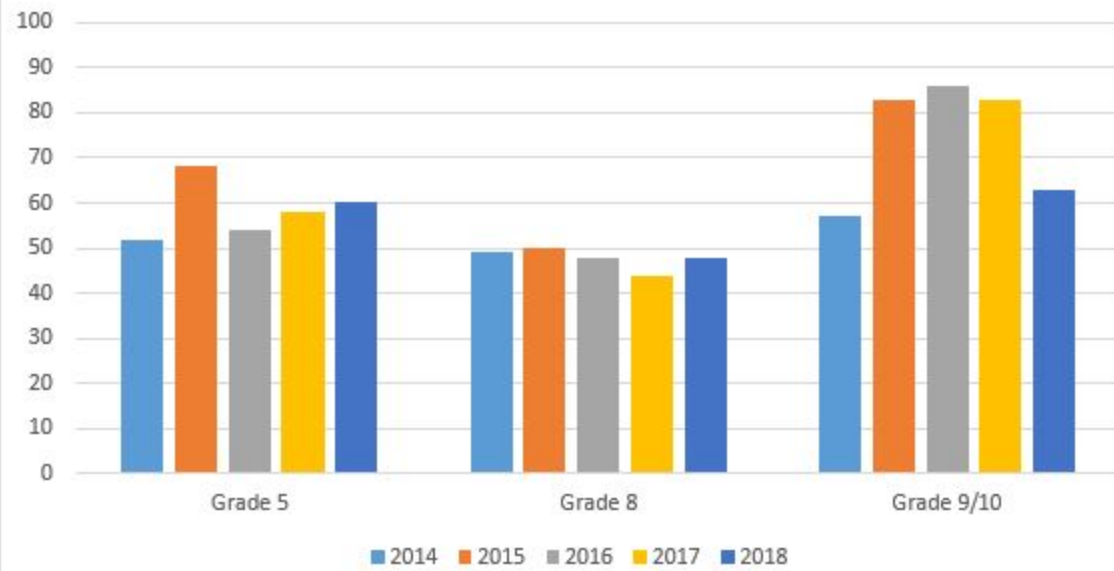
Change in Student Population over Time

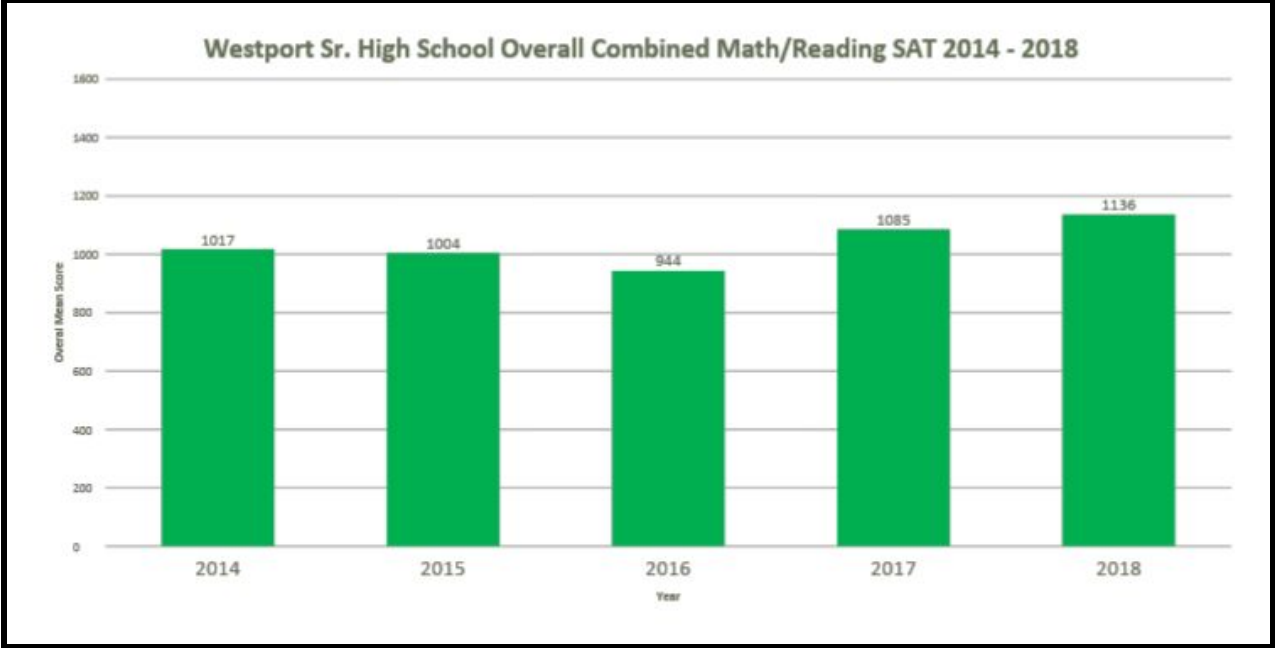
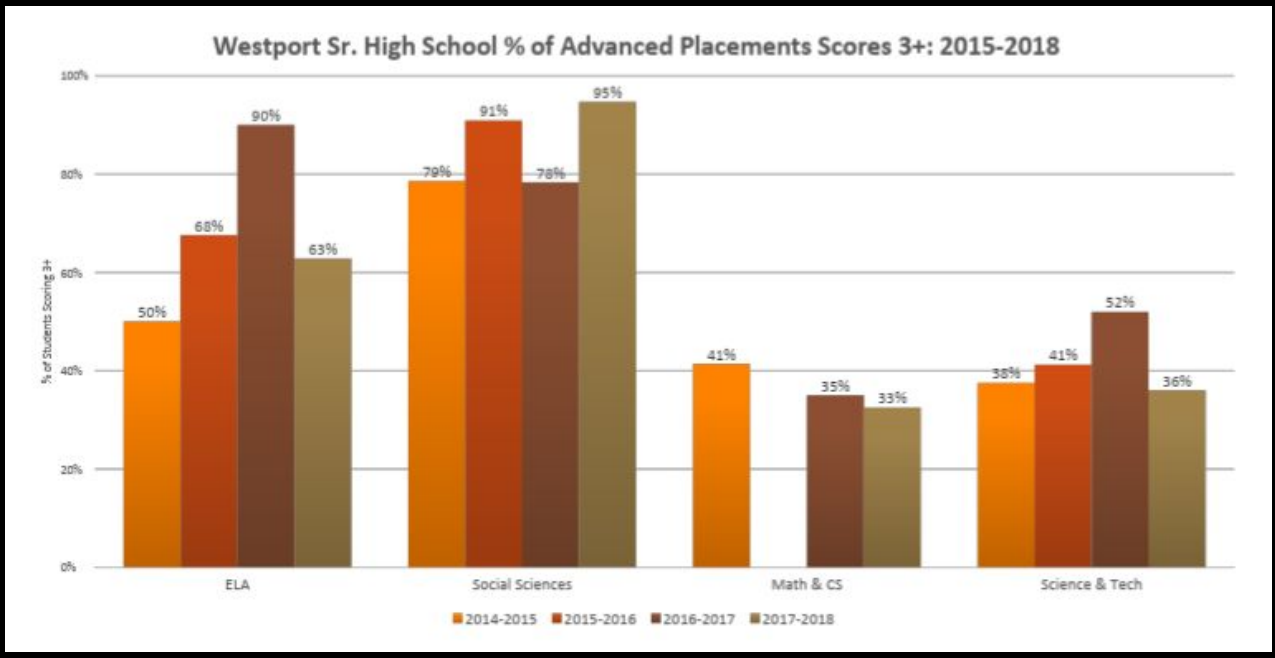


Academic Data

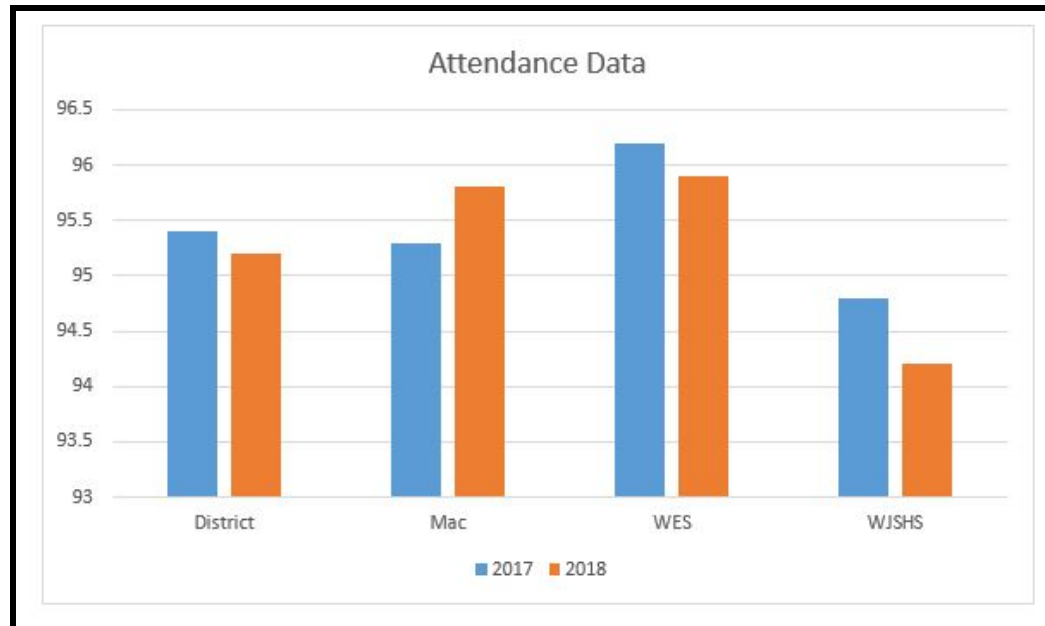
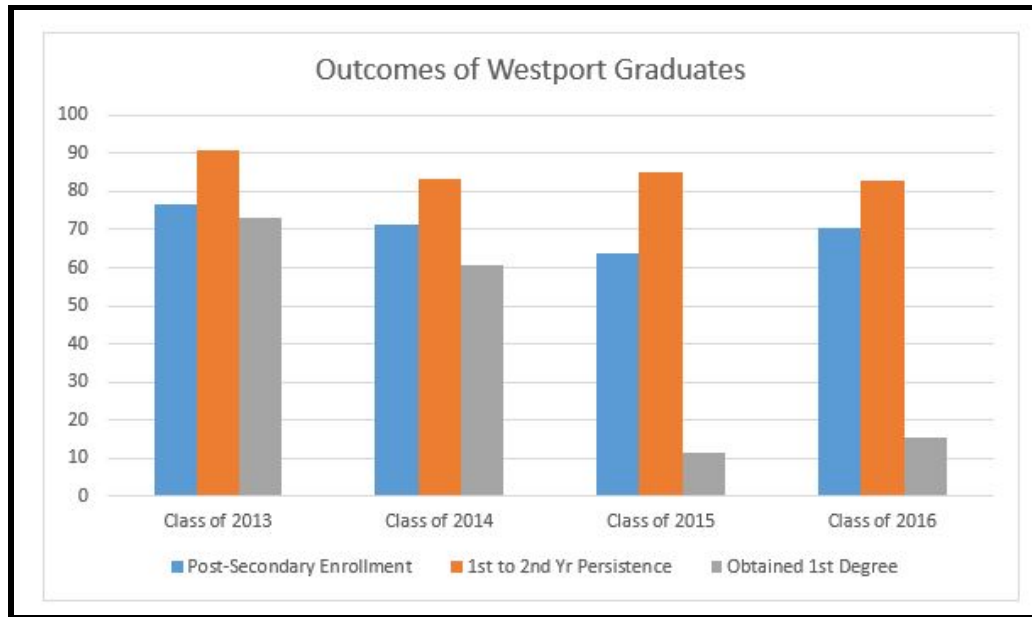


Science/Technology and Engineering





Other Relevant Data



Vision

Westport Community Schools is an exemplary 21st Century learning community whose graduates are empowered through an engaging, inspiring and personalized curriculum to meet the challenges of a global, complex, and changing world.

Mission

Westport Community Schools' mission is to ensure that our children achieve academic and personal excellence, become lifelong learners and responsible, productive and engaged citizens of the world.

Organizational Values

The Westport Community Schools lives by the following values:

- ❖ **Pride** - We will be passionate champions for the Westport Community Schools.

- ❖ **Integrity** - We will be sincere in our adherence to ethical principles and do what is in the best interest of all we serve.

- ❖ **Respect** - We will demonstrate an appreciation for the value of all. We will foster an environment that is safe and nurturing for students and staff.

- ❖ **Responsibility** - We will take ownership for following through with our mission. We will expect staff, parents, students and community members to be accountable for their contribution to the educational process.

- ❖ **Achievement** - We will continually improve.

- ❖ **Communication** - We will seek the input of all our stakeholders; sharing information openly and honestly and expect the same of all stakeholders.

2019 - 2020 Goals and Action Steps

GOAL 1 (from Strategic Plan): Enhance the academic achievement for all students.

**CONNECTION TO
DESE FRAMEWORKS:**

Standard I: Curriculum, Planning and Assessment
Standard II: Teaching all Students

Action Steps	Responsible Party	Timeline	Resources	Outputs	Outcomes
Develop two units of study utilizing the Understanding by Design framework in all content areas.	Director of Curriculum	June 2020	Professional development in Understanding by Design Funding for teacher leaders (ie. CIALC, Field of Study, etc)	All departments and grade levels will have at least two units developed. Units will be available for review by all staff via Shared Google Docs.	Greater consistency between same subject/course teachers Increased focus on current curriculum framework for students

Action Steps	Responsible Party	Timeline	Resources	Outputs	Outcomes
<p>Increase practices that promote student achievement in literacy instruction across the content areas, using research based instructional strategies, such as Keys to Literacy Comprehension and ANSWER.</p>	<p>Principals</p>	<p>June 2020</p>	<p>Professional development in literacy based programs (building based for focus, under direction of Director of Curriculum)</p> <p>DESE Observation Calibration Online Tool</p> <p>ELA Coach and interventionists (elementary level)</p>	<p>Template for Principals to conduct observations with focus on literacy practices in the classroom</p> <p>Resource for educators to use in curriculum development and lesson planning that identify effective literacy practices</p>	<p>Increased academic achievement for all students across content areas (ability to read and understand content specific literature)</p>
<p>To refine the use of daily inclusive practices to support the needs of all students, such as multiple modes of communication, multiple ways to assess student learning, use of technology, etc.</p>	<p>Director of Pupil Personnel Services</p> <p>Principals</p>	<p>June 2020</p>	<p>Professional development in Inclusive Practices</p> <p>Inclusive Practices Guidebook (DESE)</p> <p>DESE Observation Calibration Online Tool</p> <p>ELA/Math Coaches and interventionists (Elementary level)</p>	<p>Template for Principals to conduct observations on the use of inclusive practices</p> <p>Resource for educators to use in curriculum development and lesson planning that identify inclusive practices and learning opportunities for all students in regular classroom setting</p>	<p>Increased academic achievement for all students</p> <p>Increased opportunities for students to receive supports in regular classroom setting</p>

2019 - 2020 Goals and Action Steps

GOAL 2 (from Strategic Plan):

Strengthen Communication and partnerships between home, school and community.

CONNECTION TO

DESE FRAMEWORKS:

Standard III: Family and Community Engagement

Action Steps	Responsible Party	Timeline	Resources	Outputs	Outcomes
To review and refine our approach for how we communicate student progress to families.	Principals	January 2020	Family Engagement resources from DESE CIALC team	Updated guidelines related to: * homework * grading policies * progress reporting * graduation requirements	Increased parent involvement and input with regards to student performance Improved student performance (closer monitoring of student grading/at risk behavior Decrease in number of students requiring summer remediation and credit recovery

Action Steps	Responsible Party	Timeline	Resources	Outputs	Outcomes
<p>To promote and cultivate ongoing two-way communication between educators and parents to support continued student growth.</p>	<p>Superintendent Central Office leadership team Principals Educators</p>	<p>June 2020</p>	<p>Educator Evaluation documents (formative and summative assessments) Guides/models from other districts</p>	<p>Updated Communication documents (ie. for progress reporting) Updated guidelines/expectations for ongoing communication with families regarding student growth and concerns</p>	<p>Increased parent involvement and input with regards to student performance Improved student performance (closer monitoring of student grading/at risk behavior) Decrease in number of students requiring summer remediation and credit recovery</p>
<p>To improve the timeliness and accessibility of school/home communication and support staff around increasing the various modes of communication, which may include the parent portal, newsletters, and other forms of communication.</p>	<p>Superintendent Central Office leadership team Principals</p>	<p>June 2020</p>	<p>Funding for potential website improvements</p>	<p>New/Updated District website Monthly District and School Newsletters</p>	<p>Increased parent involvement and awareness of events and activities related to students</p>

Action Steps	Responsible Party	Timeline	Resources	Outputs	Outcomes
To promote, acknowledge and refine the ways in which we engage with our community partners.	Superintendent Principals	June 2020	Collaborative Agreements with community partners Bristol County	Volunteer/Community Resource Guide Volunteer/Community Resource Recognition Reception	Increased participation and support from members of the community for the district. Greater visibility for the schools in the community. Increased opportunities for students to demonstrate civic engagement

2019 - 2020 Goals and Action Steps

GOAL 3 (from Strategic Plan):

Maximize the potential of students, staff, parents and community through effective use of resources.

CONNECTION TO DESE FRAMEWORKS:

Standard IV: Professional Culture

Action Steps	Responsible Party	Timeline	Resources	Outputs	Outcomes
To continue to support individual educators' requests for professional development that are in alignment with district, school, and individual goals.	Director of Curriculum Principals Human Resources Coordinator Business Manager	Ongoing	Title IIA Funds Local Funds Educator Goals School/District Improvement Plans	Report from Director of Curriculum on the types of PD that staff have attended Staff involvement in leading/facilitating professional development in the district	Increased capacity of staff to support student learning and growth Improved instructional strategies Decrease in the need to bring in outside 'experts' to provide meaningful professional development for staff
To continue to provide district professional development opportunities that have a broad impact across content areas and grade levels.			Title IIA and Local Funds Educator Goals School/District Improvement Plans PD Plan	Professional Development Plan	Decreased in expenditures for outside PD providers

Action Steps	Responsible Party	Timeline	Resources	Outputs	Outcomes
To Continue to offer technology related professional development that promotes an increased use of technology as an instructional and learning tool.	Director of Curriculum Technology Director	Ongoing	Funding for PD Technology upgrades/updates	Technology PD Survey and Plan Technology PD Offerings	Increased integration of technology as both a teaching and learning tool in the classroom Increased academic performance by students
To foster mutual respect and culturally responsive communications/interactions between all members of the Westport Community Schools.	Superintendent Central Office leadership team Principals	Ongoing	Funding for potential Professional Development DESE resources School Culture and Climate Surveys	Baseline report on school culture and climate Goals for addressing any areas of concern Professional development for staff Classroom resources for promoting positive culture Potential policy/procedure updates for families	Improved school culture and climate Increased student, parent and staff satisfaction in the school district Decrease in the number of families that are choosing to leave the district (ie. through choice) due to concerns about school culture and climate Improved perception in the community of the schools Decreased incidents of bullying

Performance Metrics - Impact of Goals

A *metric* is a way in which organizations measure how well they are achieving their desired goals and working towards their vision. For the Westport Community Schools, we have established two overarching performance measures for this year as described below. These same metrics will also be considered when updating our long range strategic plan. If we are doing our job as a school system well, we should be able to quantify our improvements by these metrics. Connected to our overarching performance metrics are performance indicators. These indicators encompass the ‘smaller’ measures that will influence the district’s ability to achieve the overarching metric.

Each goal in our plan will have a direct impact on the performance metrics and indicators.

Metric 1: To increase the success of our students in college and career preparedness as measured by the following indicators:

- first to second year persistence (target: >90%)
- Obtainment of first degree (target: >80%)
- Post-graduate surveys about career preparedness (to be developed)
- Next Generation MCAS performance:
 - Math/ELA: Increase the percentage of students meeting or exceeding expectations by 5%
 - Science/Technology (Legacy MCAS): Increase the percentage of students achieving a score of proficient or advanced by 5%
- Advanced Placement testing:
 - Increase the percentage of students taking at least 1 AP course/exam by 5%
 - Increase the percentage of students achieving a score of 3+ on AP tests by by 10%\
- SAT testing:
 - Increase performance of students on Math portion by 10 points (556 for 2017-2018 school year)
 - Maintain performance of students on English portion (580 for 2017-2018 school year)

Metric 2: To increase the number of school-aged children residing in Westport that choose to attend the Westport Community Schools as measured by the following indicators:

- Decrease student attrition by 2%.
- Decrease the number of students that apply for school choice from Westport to attend school in another community by 3%
- Analyze the in-district special education program offerings, thereby decreasing the number of students with disabilities who are placed in out-of-district programs. (target to be established)