

WATERTOWN PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN



**STRATEGIC
PLAN
2022**



**VISION OF A
WATERTOWN
GRADUATE**



**CONTINUOUS
GROWTH
PLAN**

*We believe **EVERY STUDENT** deserves innovative and engaging learning experiences in **EVERY CLASSROOM, EVERY DAY.***

Introduction

Throughout the 2018-2019 school year, the Administration of Watertown Public Schools worked closely with district and community stakeholders to develop a Vision of a Watertown Graduate, Strategic Plan and Continuous Growth Plan that will guide our work for the next three years.

The **Vision of a Watertown Graduate** specifies the cognitive, personal, and interpersonal competencies that students should have when they graduate from Watertown High School. Students will acquire the knowledge, characteristics and skills identified in the Vision through compelling learning experiences over the course of their PK-12 career. The Vision was co-created with input from key stakeholders and will be a clear visualization of priority goals for teaching and learning that can be easily communicated to staff, students, families and community members to align our collective efforts.

The **Strategic Plan 2022** is grounded an overarching Theory of Action that clarifies our understanding and expectations, focus on our long-term goals, and move us from abstract ideas to concrete action plans:

Theory of Action: **IF** we focus our collective efforts on addressing the needs of the whole child, improving teaching and learning at all levels and strengthening our connections with community stakeholders, **BY** collaboratively developing a strategic plan that identifies our priorities, goals, initiatives and action steps, **THEN** we will see changes in district practices and procedures consistent with the aspirations for students detailed in our Vision of a Watertown Graduate.

The **Continuous Growth Plan** highlights Watertown's focus on three specific areas that impact every aspect of district operations—Facilities, Systems and Operations, and Budget and Resources. The continuous improvement process allows the district to define a problem, implement a small change, collect data, analyze and examine the data, determine if the change is an actual improvement, and either scale up the change or try something new/refine their approach based on what was learned from that cycle. This approach highlights Watertown's belief that improvement is not something that starts and stops, but is something that requires a commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

VISION OF A GRADUATE



KNOWLEDGE
CHARACTERISTICS
SKILLS

CHARACTERISTICS

I AM:

- CURIOUS
- EMPATHETIC
- PERSISTENT
- FLEXIBLE
- REFLECTIVE

SKILLS

I CAN:

- THINK CRITICALLY
- COMMUNICATE EFFECTIVELY
- COLLABORATE PRODUCTIVELY
- CREATE BRAVELY
- LEAD RESPONSIBLY

KNOWLEDGE



VISION OF A GRADUATE



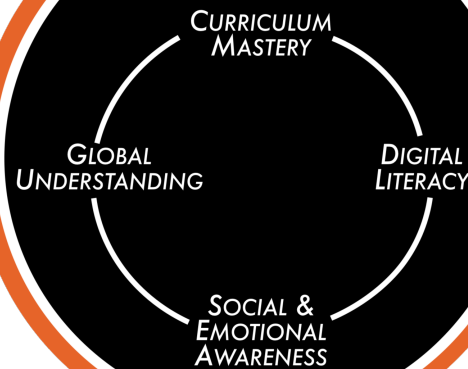
SKILLS

I CAN:

- THINK CRITICALLY
- COMMUNICATE EFFECTIVELY
- COLLABORATE PRODUCTIVELY
- CREATE BRAVELY
- LEAD RESPONSIBLY

The behaviors and ways of being that contribute to students fulfilling their full potential.

KNOWLEDGE



The theoretical or practical understanding of someone or something.

CHARACTERISTICS

I AM:

- CURIOUS
- EMPATHIC
- PERSISTENT
- FLEXIBLE
- REFLECTIVE

The capacities and strategies that enable students to apply knowledge to novel situations, engage in higher order thinking, problem solve, collaborate, communicate effectively and plan for the future.

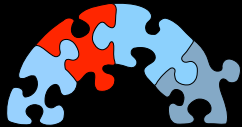
STRATEGIC PLAN 2022

PUTTING THE

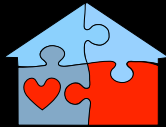


PIECES
TOGETHER

Watertown Cares

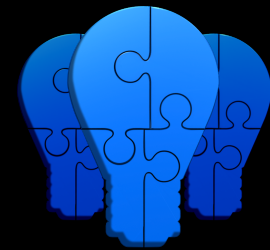


Focus on
Families



Focus on
Partners

Watertown Leads



Focus on
Families



Focus on
Partners

Watertown Learns



Focus on
Students

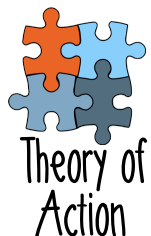


Focus on
Staff

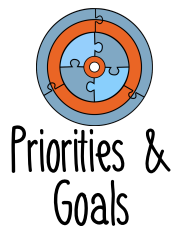
STRATEGIC PLAN 2022



Watertown's **Strategic Plan 2020** is built upon three themes: Watertown Cares, Watertown Learns, and Watertown Leads, and articulates the **Theories of Action, Priorities, Goals, Initiatives, and Action Steps** that will achieve the district's long-term vision while also ensuring the most effective allocation of the district's resources.



Each of the Priorities are grounded in a **Theory of Action** aligned to specific areas of focus. Thinking through a Theory of Action allows us to more clearly see the chain of changes that will have to happen for the intervention to be successful. It is a set of underlying assumptions about how we will move our district from its current state to its desired future.



The **Priorities** are the broad focus areas that support the Theory of Action and will propel the district in achieving our goals. The six priorities are aligned to the Strategic Plan themes: Watertown Cares, Learns and Leads. The **Goals** are aligned to each of the Priorities and follow the SMART paradigm (Specific, Measurable, Aggressive yet Achievable, Relevant, and Time-bound).



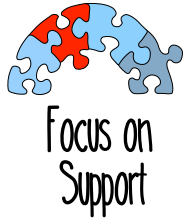
Specific **Initiatives** are connected to each of the Priorities. Initiatives serve as the drivers for our continuous improvement work at the district level. In addition to the **Action Steps** that articulate what steps need to be taken by when and by whom, Principals collaboratively develop School Success Plans with school-based leadership teams. School Success Plans are aligned to the Goals and Initiatives and designed to meet the unique needs of each school.

Watertown Cares



Caring is about connecting, engaging and building positive relationships with others in ways that foster mutual growth. According to research from Yale's Center for Emotional Intelligence, students who experience meanness and cruelty tend to feel fearful and hopeless while students who experience positive relationships feel accepted and connected.

We believe...



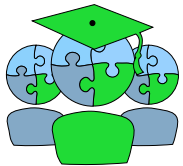
Theory of Action: <i>Support</i>	IF we use data in systemic ways as a vehicle for examining school, classroom and individual student progress, BY establishing cohesive processes to monitor students' progress academically, behaviorally and socially/emotionally, THEN we will be able to assess the effectiveness of our instructional core and implement more focused interventions.
Priority	Focus on Support - Watertown Public Schools will utilize a multi-tiered systems of support (MTSS) framework to address students' academic, behavioral, social and emotional needs. This framework will include universal screeners to identify students' academic, behavioral, social and emotional needs; increasing levels of targeted support for students who are struggling; research- and evidence-based interventions; and frequent monitoring of students' progress so educators can use this data to help decide if more interventions are needed.
Goal	By June 2022, 100% of our schools will increase the effectiveness of the instructional core, and 80% of all students will meet or exceed academic, behavior and social/emotional benchmarks.



Theory of Action: <i>Climate</i>	IF we collectively focus on the whole child, BY implementing a structured framework to address students' social/emotional needs across all grade levels, THEN students' emotional well-being will increase.
Priority	Focus on Climate - Watertown Public Schools will adopt and utilize a structured framework through which students and staff understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.
Goal	By June 2022, 80% of teachers and administrators will indicate full knowledge and implementation of the district's structured framework for integrating social and emotional learning across all grade levels.

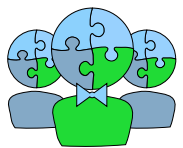


We believe...



Focus on Students

Theory of Action: <i>Students</i>	IF we create and communicate a common vision for student-centered learning in the district, BY collaboratively constructing that vision for effective instructional practice with teachers and administrators through the use of the Connecticut Common Core of Teaching Rubric and frameworks of effective instruction as foundations, THEN teaching practices across the district will be more calibrated to that vision of effective instruction.
Priority	Focus on Students - Watertown Public Schools will foster a student-centered learning environment in which learning is personalized, learning is competency based, learning happens anytime and anywhere, and students take ownership of their learning.
Goal	By June 2022, Watertown Public Schools will establish and implement a plan to work with stakeholders and subject matter experts to gather examples of student-centered learning experiences, create recommendations for curricular revisions, and identify examples of how authentic learning opportunities and digital learning could further student engagement with content and process standards.



Focus on Staff

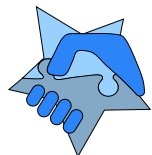
Theory of Action: <i>Staff</i>	IF we provide teachers with research-based professional learning choices that align with our vision for student-centered learning, BY designing personalized professional learning opportunities that focus on the acquisition and implementation of knowledge and skills, THEN teachers will be motivated to improve their instructional practice and student learning will increase.
Priority	Focus on Staff - Watertown Public Schools will equip staff with the knowledge and skills needed to foster a student-centered learning environment by increasing opportunities for job-embedded personalized professional learning.
Goal	By June 2022, 80% of teachers will implement student-centered instructional practices as a result of having access to professional development opportunities that are diverse, customizable and often supported by technology.

Watertown Leads



According to John Maxwell, "Leadership is not about titles, positions or flowcharts. It's about one life influencing another." Students desire to lead within their community is about is about their sense of pride in their Town and in their schools; and their internal obligation to positively impact the world around them.

We believe...



Focus on Partners

Theory of Action: <i>Partners</i>	IF we actively involve the community in achieving our learning goals, BY creating partnerships with local businesses and community that provide opportunities for students to engage in apprenticeships, internships and/or externships, THEN students will be better prepared for their post high school plans and college and career readiness will increase.
Priority	Focus on Partners - Watertown Public Schools will focus on community outreach and engagement in order to bring relevance to curricula through partnerships that take the shape of apprenticeships, community service and the use of community-based experts and resources.
Goal	By June 2022, Watertown Public Schools will establish partnerships with 50 businesses representing various career paths and provide Watertown Public Schools students with opportunities to engage in apprenticeships, internships and/or externships.



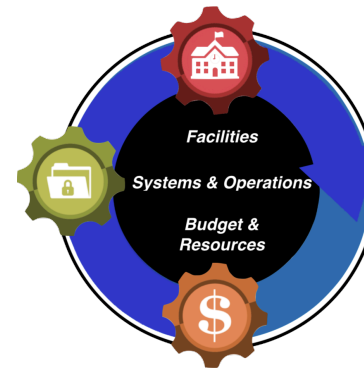
Focus on Families

Theory of Action: <i>Families</i>	IF we strengthen relationships with students' families and partner with them in meeting the academic and social needs of students, BY shifting away from traditional involvement and focusing on authentic engagement, THEN families will feel a sense of belonging and will participate as equal partners in the education of their children.
Priority	Focus on Families - Watertown Public Schools will provide families opportunities to acquire necessary information, knowledge, and skills to support their children's education at home and at school.
Goal	

CONTINUOUS GROWTH PLAN



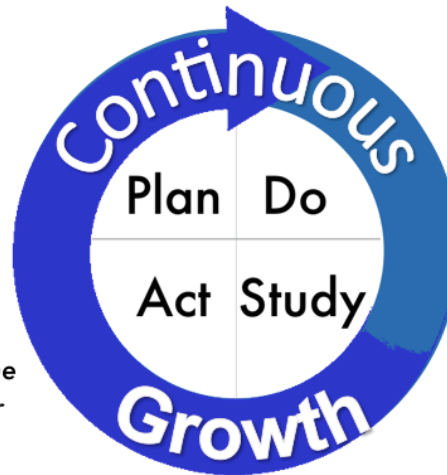
CONTINUOUS GROWTH PLAN



Watertown's **Continuous Growth Plan** is focused upon three primary areas: Facilities, Systems & Operations and Budget & Resources and follows the PDSA framework for continuous improvement. Continuous improvement is a process that can support educational stakeholders in implementing and studying small changes with the goal of making lasting improvement. PDSA, or Plan-Do-Study-Act, is an iterative, four-stage problem-solving model used for improving a process or carrying out change. The diagram below highlights the four stages of the model.

Plan:
State the objective, questions and predictions, the plan to carry out the cycle, and the plan for data collection.

Act:
Integrate the learning generated by the entire process to make adjustments for the next cycle.



Do:
Carry out the plan, document problems and unexpected observations, and begin analysis of the data.

Study:
Complete the analysis of the data, compare data to predictions, and summarize what was learned.

The PDSA Cycle (Plan-Do-Study-Act) is a systematic series of steps for gaining valuable learning and knowledge for the continual improvement of a product or process.

CONTINUOUS GROWTH PLAN



Facilities

**General
Maintenance**

**Scheduled
Maintenance**

**Short-Term
CIP**

**Long-Term
CIP**



**Budget &
Resources**

Budget



**Systems &
Operations**

Infrastructure, Hardware & Software

Vision of a Watertown Graduate

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Watertown Cares: Initiatives & Action Steps

Initiatives	Action Steps

Watertown **Learns**: Initiatives & Action Steps

Initiatives	Action Steps

Watertown Leads: Initiatives & Action Steps

Initiatives	Action Steps

