

**WILMINGTON PUBLIC SCHOOLS
PRIORITY PLANNING FOR 2018-19**

<i>Priority Area</i>	<i>Description</i>	<i>Outcome</i>	<i>Action Steps</i>	<i>Person (s) Responsible</i>
<p>SOCIAL & EMOTIONAL WELL BEING</p>	<p>The Wilmington community requires district-wide awareness of social/emotional learning, behavioral health, and a common understanding of the Massachusetts Anti-Bullying Laws, Policies, and Amendments</p>	<p>i. Increased awareness and understanding of district-wide practices and procedures to promote safe, supportive, and inclusive learning environments for all students.</p> <p>ii. Shared understanding of district SEL/PBIS/Anti-bullying procedures & responsibilities and consistency with district-wide implementation</p> <p>iii. Entire Wilmington Community is educated in SEL/PBIS and anti-bullying laws, policies, and amendments to decrease reports of bullying</p>	<p>i. Form district-wide subcommittee to review SEL/PBIS/Anti-Bullying priority area needs. Update district's Bullying Prevention and Intervention Plan (including all necessary procedural paperwork, timelines for school personnel). Research Universal Social Emotional Screener to pilot</p> <p>ii. Define & identify roles and responsibilities for each school. Continue to implement current SEL practices and curriculum (i.e.: PBIS teams, Responsive Classroom, Social Thinking, MARC, Advisory Block, Conduct relationship mapping 3X a year)</p> <p>iii. Provide mandatory anti-bullying education to all staff. Offer student, staff, parent and community SEL/PBIS, anti-bullying education. Update district website with pertinent information on SEL/PBIS/Anti-bullying</p>	<p>i. Superintendent of Schools, Assistant Superintendent for Curriculum and Development, Coordinator of Behavioral Health, School Administrators, Behavioral Health Task Force</p> <p>ii. Superintendent of Schools, Assistant Superintendent for Curriculum and Development, District Administrators, School Administrators</p> <p>iii. Superintendent of Schools, Assistant Superintendent for Curriculum and Development, Director of Student Support Services, Coordinator of Behavioral Health, District Administrators, School Administrators, Office of Technology</p>

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District Curriculum Accommodation Plan	Train staff on the use of DCAP/UDL strategies to implement sustainable interventions.	<ol style="list-style-type: none"> 1. Pre surveys on the familiarity and use of DCAP strategies 2. Develop trainings based on survey results and input from inclusion mentors utilizing CIT and Staff meetings 3. Post surveys following training on the use of DCAP and UDL strategies to plan for future district needs. 	<p>i. Formation of a DCAP review team (Reg. Ed./Spec. Ed/EL/ staff/Admin/Inclusion Mentors.) to:</p> <ul style="list-style-type: none"> • Review the existing DCAP and update best practices • Identify training to support the full implementation • Create a communication plan for entire school community. • Package the communication to entire school community. <p>ii. Articulate mentor’s role to staff (awareness & logistics) in each school</p> <p>Update DCAP to reflect current best practices</p>	<p>Principals of each building</p> <p>Director of Student Support Services</p> <p>Mentor @ Each Building</p> <p>Input from SEEM inclusion mentor</p> <p>Review by Leadership team</p>
Teaching & Learning	Provide and publish a mapped standards-aligned curriculum for all students preK-12 with technology and SEL integration where appropriate.	<ol style="list-style-type: none"> i. Current, aligned, rich & accessible (UDL) curriculum PreK-12 ii. Completed maps (stage 1) for all grades/courses using the UbD format iii. Published curriculum renewal cycle 	<ol style="list-style-type: none"> i. Identify and adopt a K-5 science hybrid learning (online component) program through a pilot process ii. PreK-5 Literacy: Facilitate year 3 of the implementation of Reader’s Workshop; Offer professional development in preparation for the implementation of Writer’s Workshop; Identify and pilot a Word Study program for grades 3-5. Continue to monitor the OWL curriculum for Pre-K. iii. Monitor full implementation of Envisions math program K-8 iv. Curriculum mapping (UbD Format) stages1 in all disciplines 6-12 	<p>Assistant Superintendent for Curriculum and Staff Development</p> <p>Principals / ECC Directors</p> <p>Curriculum Team Leaders</p> <p>PK-5 Literacy Coordinator</p> <p>PK-5 STEM Coordinator</p> <p>Classroom Teachers/Special Educators</p>

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Homework Policy & Procedures	To have in place an updated homework policy & procedures (implementation) for administrators & staff.	· Understand & consistently implement the homework policy adopted by the School Committee.	i. Provide opportunities for discussions: District United Message; (a united message on the HW to families & staff) a) Leadership Team's united message; (meeting together & by schools to have a clear idea of how to communicate HW to staff & families) b) Staff (meeting together & by schools to have a clear idea of how to communicate HW to students & families) ii. Provide opportunities for PLCs (example, teachers developing or brainstorming what meaningful homework looks like) iii. Provide opportunities for parent/student feedback (surveys, parent feedback, student feedback) iv. Monitor implementation (Administrators review implementation of HW & effectiveness) Example, protocol at faculty or grade level meeting with bringing samples of HW & discussing in small groups)	1. Leadership team 2. Teachers/staff 3. Students 4. Parents/Guardians