



Wayne-Westland
COMMUNITY SCHOOLS

STRATEGIC PLAN 2025-2030

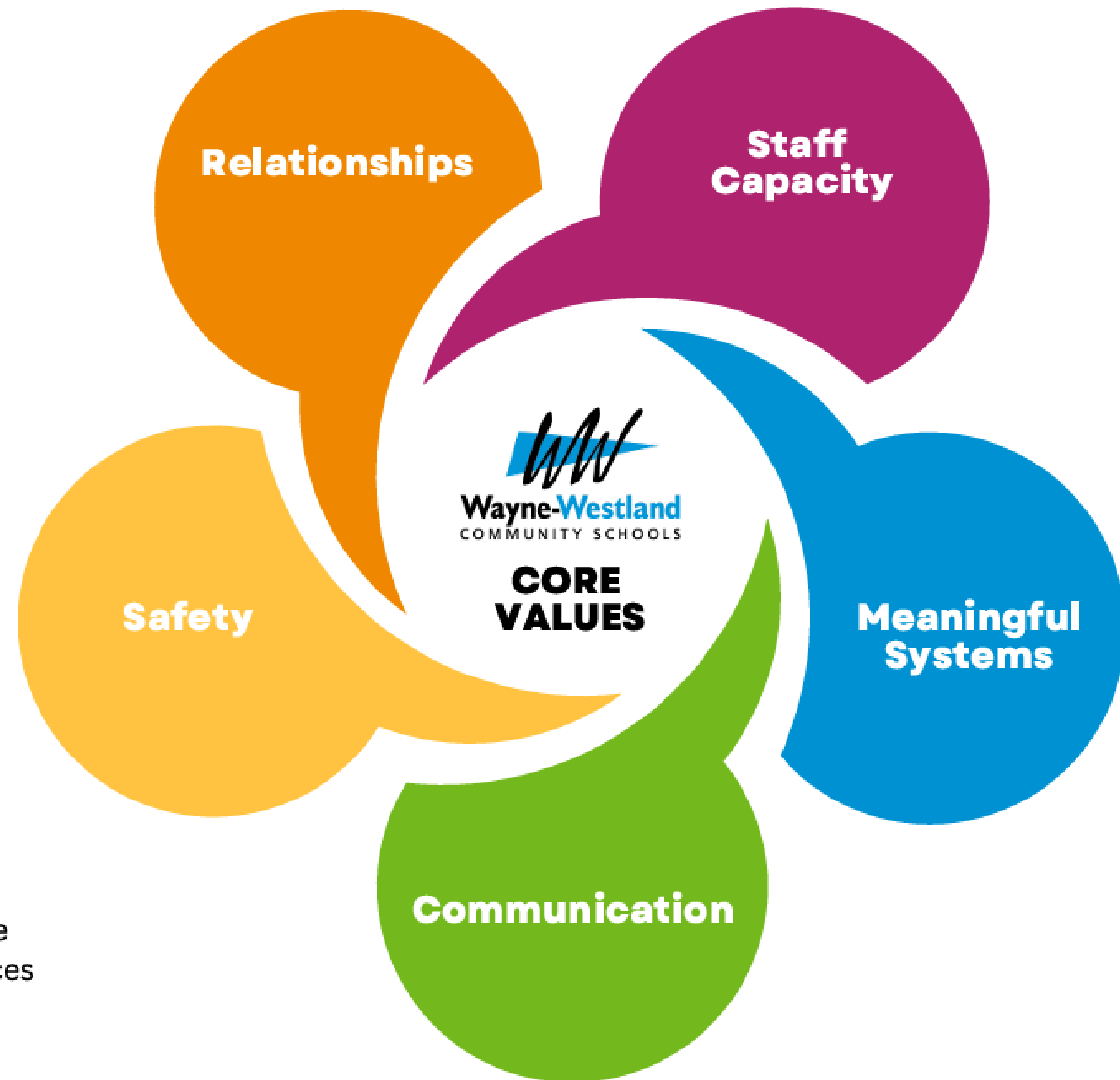


MISSION

Wayne-Westland Community Schools provides a high quality evidenced based education that ensures the success of all students.

VISION

Wayne-Westland Community Schools provides an equitable learning environment centered around positive relationships and practices where every student is supported equitably.



1

Data Gathering

Look at District Data and Trends and Identify as a District Team what challenges are the most immediate road blocks to achieving our district Mission and Vision

2

Identify District Challenge Statements

From the data create a challenge statement that describes the need, challenge, or opportunity for growth that the continuous improvement plan will address

3

Create Annual District Goals

A SMART* Goal that addresses a specific challenge or opportunity for growth *Specific, Measurable, Attainable, Relevant, Time-bound- 1 year to attain or less

4

Create Annual Building and Content Goals

From the district identified areas create aligned sub *SMART* goals by building and/or content

5

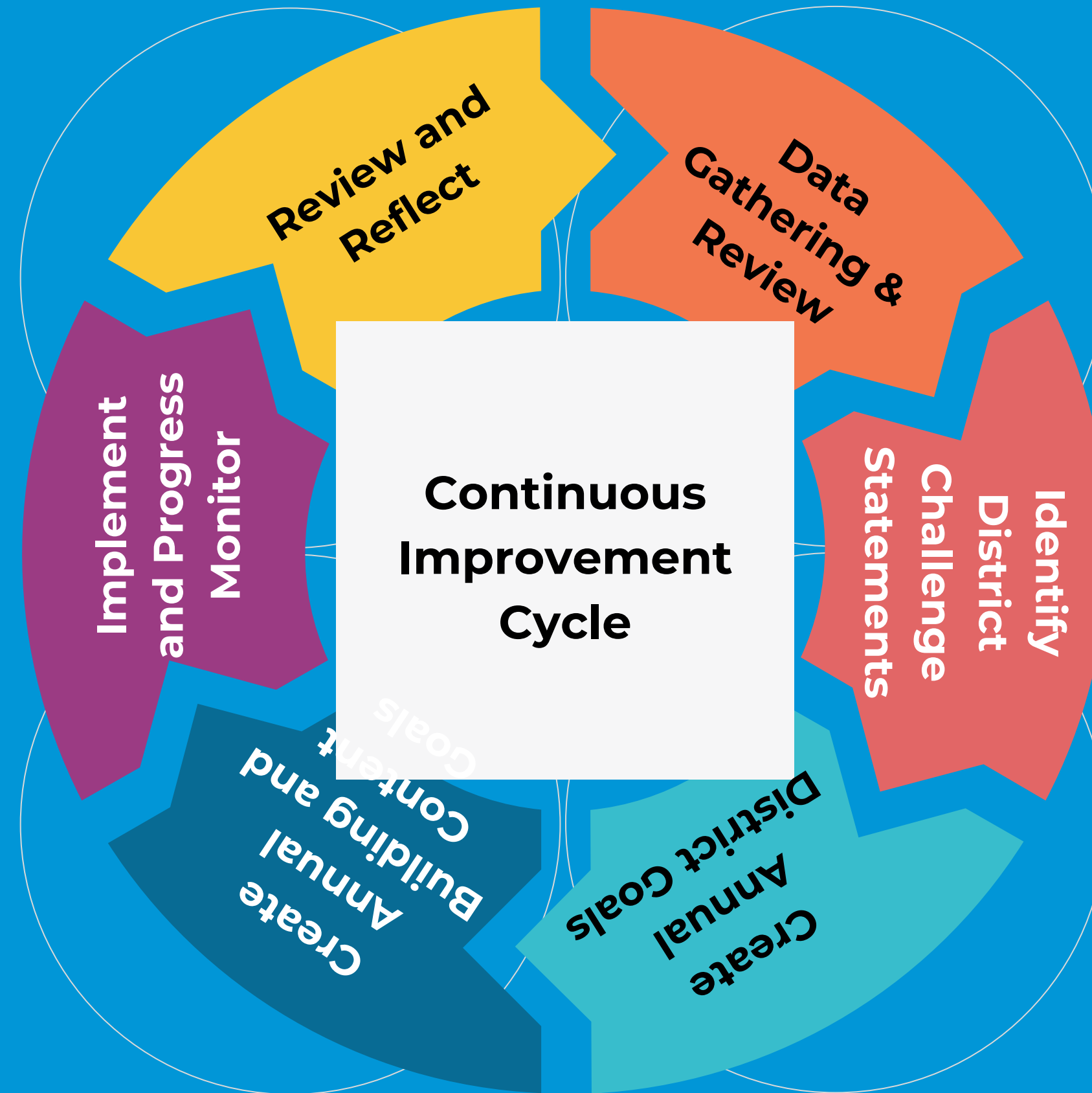
Implement and Progress Monitor

Monitor the implementation of the intended work and incremental outcomes

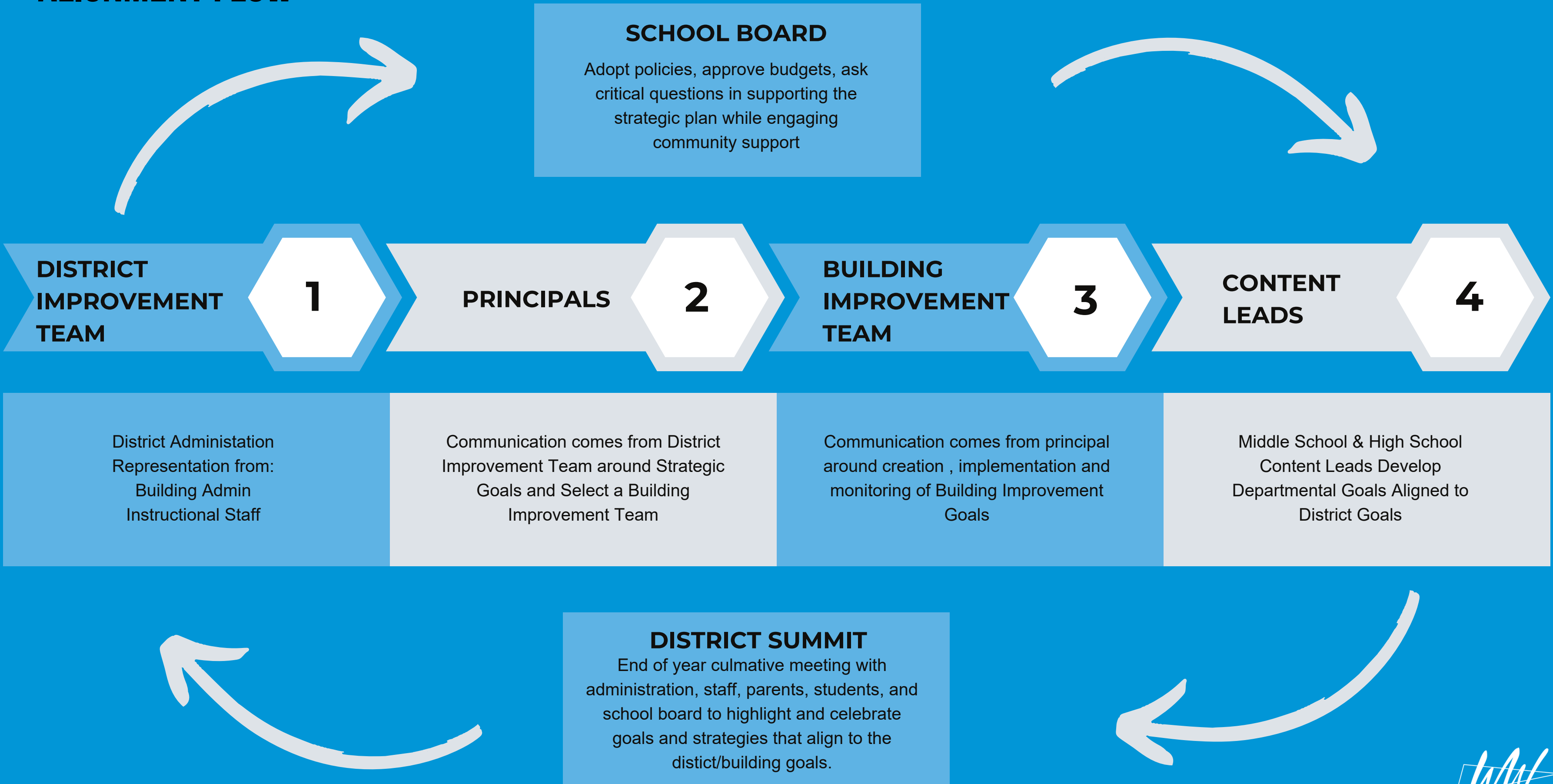
6

Review and Reflect

Determine goal attainment and reflect on the process. Identify the next goal in the Continuous Improvement Cycle toward addressing the district priorities.



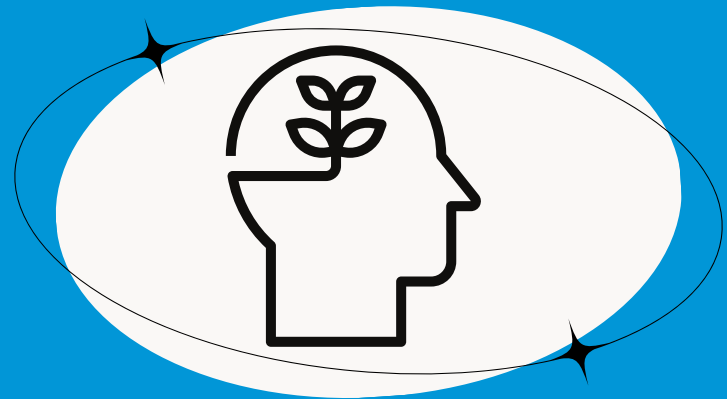
ALIGNMENT FLOW



3-5 YEARS

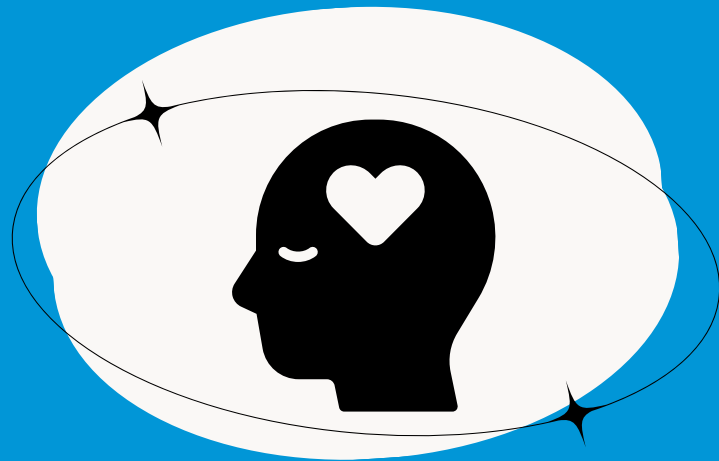
2025-2030

CHALLENGE STATEMENTS



TIER I STANDARD OF CARE

IF WE STRENGTHEN TIER 1 INSTRUCTION BY IDENTIFYING AND IMPLEMENTING ALIGNED, EVIDENCE-BASED CURRICULUM, TOOLS, ASSESSMENTS, AND INSTRUCTIONAL PRACTICES DISTRICTWIDE, THEN WE WILL INCREASE STUDENT ACHIEVEMENT AND ENSURE MORE EQUITABLE OUTCOMES ACROSS ALL SCHOOLS.



MULTI TIERED SYSTEMS OF SUPPORT

IF WE DEVELOP AND ALIGN OUR ACADEMIC AND SOCIAL-EMOTIONAL MTSS PRACTICES ACROSS THE DISTRICT TO ENSURE ALL STUDENTS RECEIVE EQUITABLE AND APPROPRIATE SUPPORTS, THEN STUDENT SENSE OF BELONGING AND ACHIEVEMENT WILL IMPROVE.



ATTENDANCE

IF WE IMPROVE DISTRICTWIDE AND BUILDING-LEVEL ATTENDANCE RATES BY INCREASED AWARENESS AND CONSISTENT APPLICATION OF DISTRICT POLICIES AND PROCEDURES, THEN STUDENT ACHIEVEMENT WILL INCREASE AS STUDENTS HAVE MORE CONSISTENT ACCESS TO HIGH-QUALITY INSTRUCTION AND SUPPORT.

ONE YEAR OR LESS

2025/26 GOAL STATEMENTS

TIER I STANDARD OF CARE



BY JUNE 2026, ALL SECONDARY DEPARTMENTS AND ELEMENTARY ELA AND MATH WILL HAVE STANDARD ALIGNED COMMON BENCHMARK ASSESSMENTS FULLY DEVELOPED AND ENTERED INTO A CENTRALIZED DATABASE THAT IS ACCESSIBLE TO BOTH TEACHERS AND ADMINISTRATORS. IN ADDITION, A DATA REVIEW CYCLE FOR BOTH TEACHERS AND ADMINISTRATORS WILL BE ESTABLISHED AND READY FOR IMPLEMENTATION BY THE SAME DATE, ENSURING ONGOING CONSISTENCY, USABILITY, AND ACCOUNTABILITY ACROSS THE DISTRICT.

MULTI TIERED SYSTEMS OF SUPPORT



IN AN EFFORT TO EQUITABLY SUPPORT THE SOCIAL EMOTIONAL GROWTH AND SENSE OF BELONGING FOR OUR STUDENTS WHILE INCREASING ACADEMIC OUTCOMES, A SECONDARY MTSS PROCESS WILL BE CREATED, DOCUMENTED, AND ALIGNED IN PROCESS AND IMPLEMENTATION ACROSS ALL 6-12 BUILDINGS BY JUNE 2026, WITH FULL IMPLEMENTATION BEGINNING IN FALL 2026. ALL K-5 SCHOOLS WILL CONTINUE TO REFINE THE MTSS PROCESS BY PROVIDING SUPPORT TO TEACHERS WITH SMALL GROUP INSTRUCTIONAL PLANNING AND DOCUMENTING WHILE ALIGNING PRE-K TO THIS PROCESS.

ATTENDANCE



IN AN EFFORT TO INCREASE ATTENDANCE RATES THE DISTRICT WILL CREATE AND IMPLEMENT A COMMUNITY AWARENESS CAMPAIGN TO PROMOTE THE IMPORTANCE OF CONSISTENT ATTENDANCE AND ENGAGE COMMUNITY PARTNERSHIPS. IN ADDITION THE DISTRICT WILL REFINE AND IMPLEMENT UPDATED CHRONIC ABSENTEEISM POLICIES AND PROCEDURES BY FEBRUARY 2026 AND DEVELOP A CONSISTENT AND DOCUMENTED SYSTEM OF SUPPORT AROUND CHRONIC ABSENTEEISM BY JUNE 2026.



ONE YEAR OR LESS

2025/26 GOAL STATEMENTS

TIER I STANDARD OF CARE

BY JUNE 2026, ALL SECONDARY DEPARTMENTS AND ELEMENTARY ELA AND MATH WILL HAVE STANDARD ALIGNED COMMON BENCHMARK ASSESSMENTS FULLY DEVELOPED AND ENTERED INTO A CENTRALIZED DATABASE THAT IS ACCESSIBLE TO BOTH TEACHERS AND ADMINISTRATORS. IN ADDITION, A DATA REVIEW CYCLE FOR BOTH TEACHERS AND ADMINISTRATORS WILL BE ESTABLISHED AND READY FOR IMPLEMENTATION BY THE SAME DATE, ENSURING ONGOING CONSISTENCY, USABILITY, AND ACCOUNTABILITY ACROSS THE DISTRICT.

K-5

ALL TEACHERS WILL BE TRAINED IN AND FULLY IMPLEMENT THE CORE COMPONENTS OF IREADY MATH WITHIN ALL K-5 CLASSROOMS (WITH A FOCUS ON MATH ESSENTIAL 5 THROUGH THE TRY-DISCUSS-CONNECT FRAMEWORK) BY JUNE 2026.

PREK-5

ALL TEACHERS WILL BE TRAINED IN WALPOLE'S DIFFERENTIATED INSTRUCTION LITERACY INSTRUCTION BLOCK AND PROVIDE ALL K-5 STUDENTS WITH DIFFERENTIATED INSTRUCTION BASED UPON LOCAL ASSESSMENT DATA A MINIMUM OF 2 TIMES PER WEEK BY MARCH 2026.

SECONDARY 6-12

BY JUNE 2026, ALL 6-8 DEPARTMENTS AND ALL 9-12 CORE CONTENTS WILL HAVE STANDARD ALIGNED COMMON BENCHMARK ASSESSMENTS FULLY DEVELOPED AND ENTERED INTO A CENTRALIZED DATABASE THAT IS ACCESSIBLE TO BOTH TEACHERS AND ADMINISTRATORS.

FORD CAREER TECH

100% OF INSTRUCTIONAL STAFF WILL ACTIVELY SUPPORT STUDENTS IN CREATING CAREER PORTFOLIOS ALIGNED WITH THEIR SPECIFIC CONTENT CLUSTERS. TEACHERS WILL IMPLEMENT REGULAR PORTFOLIO CHECK-INS, FEEDBACK SESSIONS, AND SKILL-BASED ASSESSMENTS, TO GUIDE STUDENTS IN CURATING THEIR PROFESSIONAL EXPERIENCES.

TIER I SUPPORTED BY

INSTRUCTIONAL COACHES, CIA, DATA, CONTENT LEADS, DEPARTMENT CHAIRS, BUILDING ADMIN



ONE YEAR OR LESS

2025/26 GOAL STATEMENTS

MULTI TIERED SYSTEMS OF SUPPORT

IN AN EFFORT TO EQUITABLY SUPPORT THE SOCIAL EMOTIONAL GROWTH OF OUR STUDENTS WHILE INCREASING ACADEMIC OUTCOMES, A SECONDARY MTSS PROCESS WILL BE CREATED, DOCUMENTED, AND ALIGNED IN PROCESS AND IMPLEMENTATION ACROSS ALL 6–12 BUILDINGS BY JUNE 2026, WITH FULL IMPLEMENTATION BEGINNING IN FALL 2026. ALL K-5 SCHOOLS WILL CONTINUE TO REFINE THE MTSS PROCESS BY PROVIDING SUPPORT TO TEACHERS WITH SMALL GROUP INSTRUCTIONAL PLANNING AND DOCUMENTING WHILE ALIGNING PRE-K TO THIS PROCESS.

PREK-5

ALL TEACHERS WILL BE TRAINED IN WALPOLE'S DIFFERENTIATED INSTRUCTION LITERACY INSTRUCTION BLOCK AND PROVIDE ALL K-5 STUDENTS WITH DIFFERENTIATED INSTRUCTION BASED UPON LOCAL ASSESSMENT DATA A MINIMUM OF 2 TIMES PER WEEK BY MARCH 2026.

PREK-5

STUDENT INTERVENTION TEAM WILL SEE AN INFLUX IN TEACHERS ENGAGING IN THE REFERRAL PROCESS DUE TO INCREASED CAPACITY AROUND EDUCLIMBER DOCUMENTATION OF CLASSROOM INTERVENTIONS AND REROUTING ALL PARENT INITIATED SPECIAL EDUCATION EVALUATION REQUESTS THROUGH THE STUDENT INTERVENTION TEAM PROCESS WHICH WILL QUALIFY AS THE REED BY JUNE 2026.

SECONDARY 6-12

IN AN EFFORT TO EQUITABLY SUPPORT THE SOCIAL EMOTIONAL GROWTH OF OUR STUDENTS WHILE INCREASING ACADEMIC OUTCOMES, A SECONDARY MTSS PROCESS WILL BE CREATED, DOCUMENTED, AND ALIGNED IN PROCESS AND IMPLEMENTATION ACROSS ALL 6–12 BUILDINGS BY JUNE 2026, WITH FULL IMPLEMENTATION BEGINNING IN FALL 2026.

MTSS SUPPORTED BY

CIA, TEACHERS, SPECIAL EDUCATION, MULTI LINGUAL, BUILDING ADMIN, PBIS INTERVENTIONISTS, DATA, STUDENT SERVICES



ONE YEAR OR LESS

2025/26 GOAL STATEMENTS

ATTENDANCE

IN AN EFFORT TO INCREASE ATTENDANCE RATES THE DISTRICT WILL CREATE AND IMPLEMENT A COMMUNITY AWARENESS CAMPAIGN TO PROMOTE THE IMPORTANCE OF CONSISTENT ATTENDANCE AND ENGAGE COMMUNITY PARTNERSHIPS. IN ADDITION THE DISTRICT WILL REFINE AND IMPLEMENT UPDATED CHRONIC ABSENTEEISM POLICIES AND PROCEDURES BY FEBRUARY 2026 AND DEVELOP A CONSISTENT AND DOCUMENTED SYSTEM OF SUPPORT AROUND CHRONIC ABSENTEEISM BY JUNE 2026.

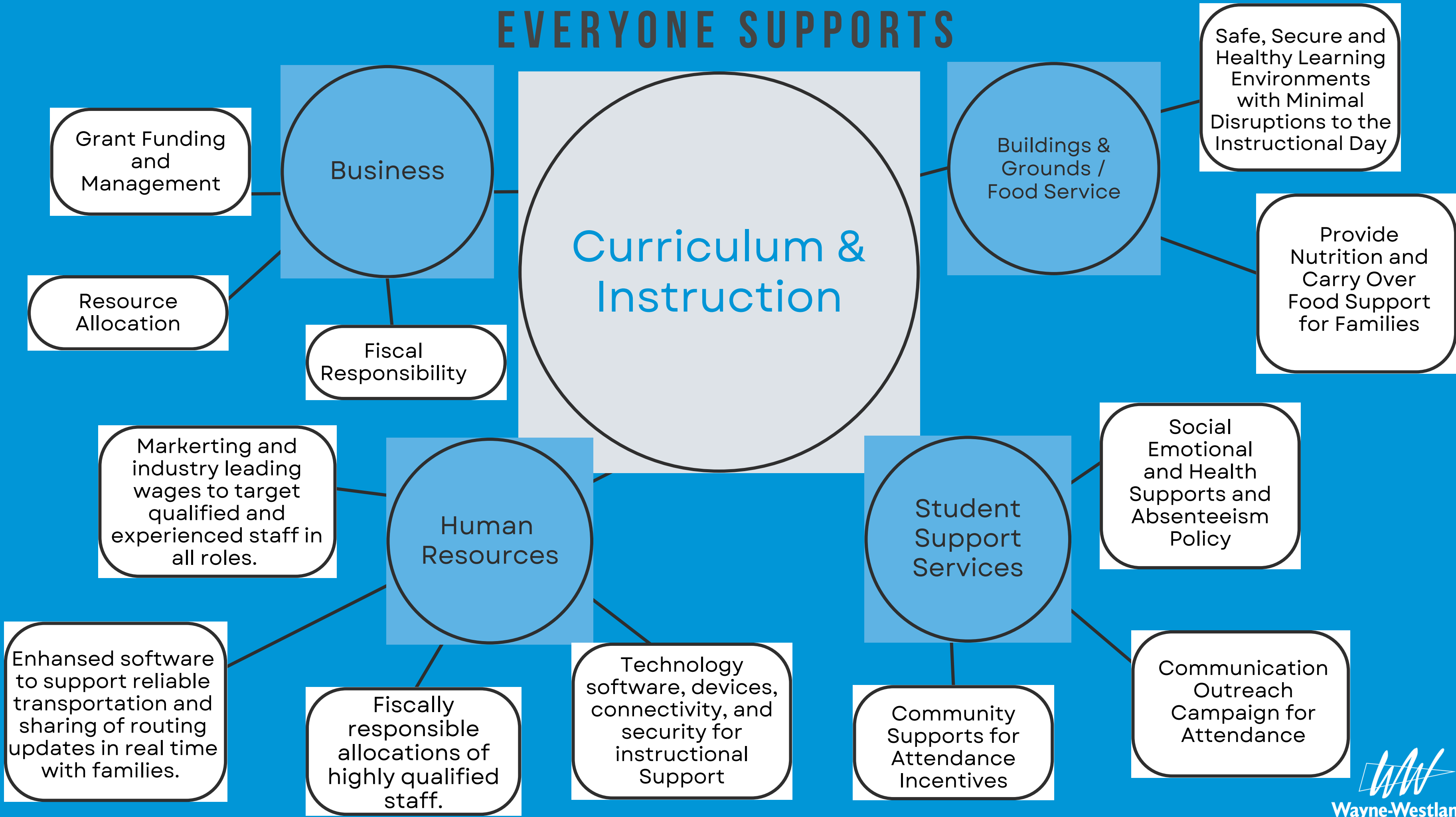
PREK-12

EACH SCHOOL HAS A GOAL THAT IS UNIQUE TO THEIR BUILDINGS WORK AROUND ATTENDANCE AND SOCIAL EMOTIONAL LEARNING. ALL OF THE GOALS ALIGN TO THE DISTRICT CHALLENGE STATEMENT AND GOAL.

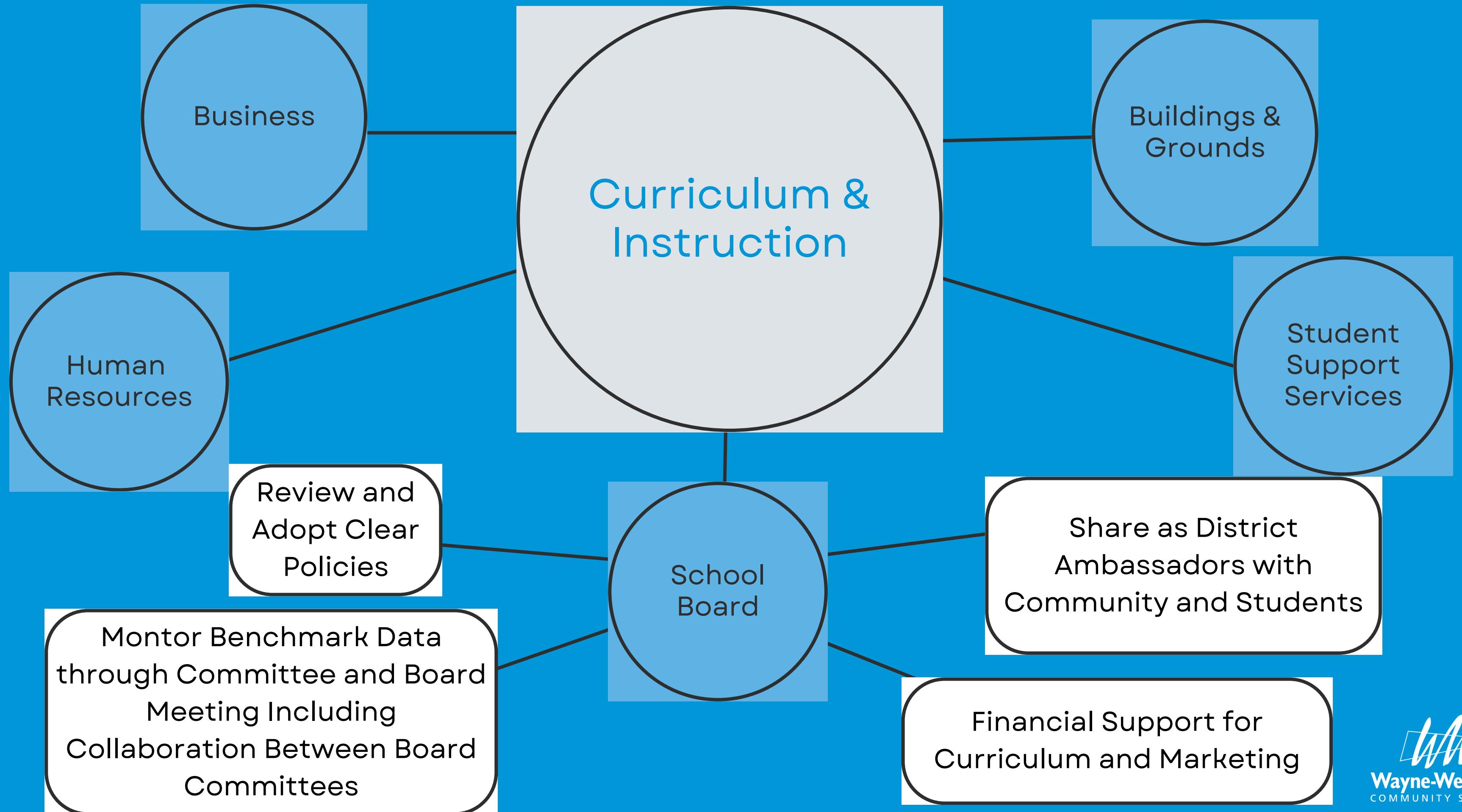
ATTENDANCE SUPPORTED BY

COMMUNICATIONS, TRANSPORTATION, STUDENT SERVICES, COMMUNITY PARTNERSHIPS, DATA, CIA

EVERYONE SUPPORTS



EVERYONE SUPPORTS



Great...

FUTURES START RIGHT HERE!