WOBURN PUBLIC SCHOOLS

STRATEGIC PRIORITIES & ACTION PLAN

2026-2030

DISTRICT VISION STATEMENT

Woburn Public Schools is an innovative, forward-thinking district with rigorous standards and proactive social-emotional supports, dedicated to the success of all students while challenging them to reach their maximum potential. Our students are confident, valued, resilient risk-takers and problem solvers with a strong sense of community pride who are inspired to create change in the world. In Woburn, all engaged stakeholders effectively communicate and advocate for the resources necessary to maintain and expand our technology, building infrastructures, personnel, and curriculum to prepare our students for their best future.

To fulfill our vision, WPS aims to establish consistent application of the Coherence Framework through increased opportunities for staff collaboration, implementation of data-informed, multi-tiered systems of support, and streamlining of district systems to support the entire WPS community, staff, students, and families. To meet our goals, the district will establish a common understanding of our Instructional Priority and Culture, Climate, and Belonging Priority, review current processes, policies, and scheduling, solicit feedback from stakeholders, and monitor data of student achievement.

Strategic Priority 1

Incorporate routine collaboration time into the day to promote horizontal and vertical planning, instructional practices, and data analysis; establish consistency with the application of teacher clarity and student access paired with Effective Instructional Practices.

DESIRED OUTCOME

In every PreK-12 classroom across WPS, all students regularly engage with evidence-based instructional strategies and High-Quality Instructional Materials (HQIM) or resources vetted through the IMplement MA framework. Instruction is grounded in clear teacher expectations (Worthy Learning Objectives and Success Criteria) and supported by data-driven scaffolds, access to Tier 1 instruction, and targeted intervention/enhancement. As a result, students build the knowledge, agency, and confidence to meet or exceed rigorous grade-level standards and demonstrate mastery across all pathways.

THEORY OF ACTION & THEORY OF CHANGE

Theory of Action: IF WPS sets up shared district systems: Establishing and equipping PK-12 Instructional Leadership Teams (ILTs) with Collaborative Inquiry Cycles; providing access to pre-vetted HQIM and common assessments; aligning evaluator practices with DESE rubrics and The Skillful Teacher model; and structuring professional development in Digital Literacy & Technology Integration
THEN teachers in all ten schools will have the resources, support, and hands-on coaching needed to deliver high-quality teaching.

Theory of Change: IF our educators have dedicated time to collaborate, review student progress, and build engaging lessons anchored in core instructional priorities,
THEN students will understand what they are learning, take charge of their progress, and succeed at every grade level.

KEY FOCUS ACTIVITY	ACTION STEPS & DETAILED SUCCESS CRITERIA
1a. HQIM & Curricular Alignment	**1a.1:** Develop a district-wide Portrait of Learner/Portrait of Graduate, utilizing community feedback surveys and Instructional Leadership Teams. **1a.2:** Ensure all adult learning and student learning is grounded in worthy learning objectives and success criteria. **1a.3:** Continue establishing and monitoring a PreK-12 Instructional Leadership Team (ILT) structure focused on supporting the district's instructional priority, using a school-based Theory of Action. Equip ILTs with a 4-stage Collaborative Inquiry Tracker/Log following Donohoo's Collaborative Inquiry Cycle. **1a.4:** Adapt CURATE/IMplement MA/DESE vetting processes so teachers have direct access to robust, pre-vetted High-Quality Instructional Materials (HQIM) or resources vetted through the IMplement MA framework. **1a.5:** Develop and implement standardized Comprehensive Instructional Guidelines related to all HQIM and vetted resource adoption in the district. **1a.6:** Establish clear district-wide protocols to ensure vertical articulation (PK-12 learning progressions) and horizontal alignment (consistency across classrooms, courses, and schools) across all core curricula, common assessments, and instructional plans. **1a.7:** Develop equitable, standards-aligned common assessments, transparent intervention criteria, and standards-mapped intervention menus across Tiers 2 and 3. **1a.8:** Systematically embed WIDA English Language Development standards and dual content/language objectives into core curriculum maps, providing targeted SEI professional learning to ensure Multilingual Learner (ML) students access rigorous, grade-level tasks without reliance on simplified content. **1a.9:** Incorporate approved, privacy-compliant, AI-powered instructional and adaptive assessment tools to help teachers efficiently create data-driven scaffolds, differentiated reading levels to supplement grade-level texts, and multilingual learning supports. **1a.10:** Publish standard-aligned, jargon-free Family Data Guides for major benchmark cycles. **1a.11:** Gather feedback on the website and continue to maintain and update. **1a.12:** Participate in PRISM III grant to select and implement HQIM ELA 6-8. **1a.13:** Partner with TNTP to support coaching and implementation of HQIM Math K-12, starting with K-5.
1b. Evaluator Practices & High-Expertise Teaching Alignment	**1b.1:** Define indicators aligned with the DESE rubric and The Skillful Teacher model. **1b.2:** Publish revised evaluation document to include Skillful Teacher aligned resources, success criteria, templates, and exemplars. **1b.3:** Utilize technology resources to create a comprehensive feedback bank to support robust and collaborative evaluations. **1b.4:** Conduct cross-leadership team, non-evaluative Pod walkthroughs using calibrated and accessible student-probing question scripts to measure the instructional priority (teacher clarity and student access). **1b.5:** Create clear guidelines for shared evaluations so principals and department leaders have an agreed-upon process for observing and evaluating staff they co-supervise.
1c. Professional Development & Core Competencies	**1c.1:** Align the professional developement (PD) calendar with district priorities and reserve dedicated application and planning time into sessions. **1c.2:** Use Universal Framing Slides in all PD and consistenly use exit tickets in PowerSchool PL stating immediate action steps. **1c.3:** Launch the WPS Coaching Menu and set up active Learning Labs across all ten schools. **1c.4:** Create Choice Pathways, starting with High School coursework for PreK–12 Financial Literacy. **1c.5:** Integrate an Instructional Technology pathway into the professional learning plan. **1c.6:** Expand Digital Literacy and Tech Integration capacity to boost PK–12 co-teaching, coaching, and tech integration. **1c.7:** Provide PD on ethical AI, digital citizenship, and AI tools for administrative workflows and student digital literacy. **1c.8:** Build community and business partnerships to expand out-of-school STEM and AI opportunities.

Strategic Priority 2

Build multi-tiered systems of support (MTSS) and foster a strong culture of Culture, Climate, and Belonging (CCB) that are data-informed, comprehensive, culturally and linguistically supportive, and deeply integrated with wellness, special education, proactive behavioral systems, and comprehensive school safety.

DESIRED OUTCOME

Every student in WPS receives integrated academic, behavioral, and mental health support tailored to their unique needs. Starting in middle school, students create individual college and career plans (myCAP) that align with state graduation standards and offer hands-on Innovation Pathways and Early College courses. Backed by aligned classroom staffing, safe school environments, balanced technology boundaries, and clear family communication, every student gets timely, culturally responsive support that builds academic confidence, well-being, and readiness for college, career, and adult life.

THEORY OF ACTION & THEORY OF CHANGE

Theory of Action: IF WPS systematically builds and operationalizes its MTSS and post-secondary infrastructure by (1) Finalizing the MTSS Coherence Guide; (2) Embedding unified screeners into Professional Learning Community (PLC)/Common Planning Time (CPT); (3) Expanding capacity through Universal Design for Learning (UDL) & co-teaching; (4) Auditing graduation requirements; (5) Expanding Early College/Innovation Pathways; (6) Realigning classroom resources; (7) Unifying behavioral systems & phone policies; and (8) Establishing proactive safety/threat assessment systems.

THEN educators will have the tools to identify needs early and remove learning barriers.

Theory of Change: IF our schools use shared data, career planning tools, inclusive co-teaching, positive behavior supports, and standardized safety protocols to guide daily teaching and student well-being,

THEN every student across Woburn will receive the tailored support needed to feel safe, build academic confidence, meet state standards, and graduate fully prepared.

KEY FOCUS ACTIVITY	ACTION STEPS & DETAILED SUCCESS CRITERIA
2a. Tiered Supports Definition & Access	**2a.1:** Finalize MTSS Coherence Guide, define ML supports across tiers. **2a.2:** Establish transparent entrance and exit parameters for student interventions across Tiers 2 and 3.
2b. Secondary Coursework, Pathways, & Post-Secondary Readiness	**2b.1:** Implement My Career & Academic Plan (myCAP) in grades 6-12 to ensure personalized academic, social, and career portfolio development for all students. **2b.2:** Implement DESE Early College Designation and Innovation Pathways. **2b.3:** Convene a dedicated Graduation Requirement Working Group to conduct a comprehensive review of Woburn Memorial High School's (WMHS) local graduation policies, ensuring full alignment with updated DESE state graduation frameworks, MassCore, myCAP milestones, and expanded pathway programs.
2c. Unified Data System	**2c.1:** Embed K-12 screeners (mCLASS, STAR, DESSA, Ellevation Benchmark) into PLCs/CPTs and establish student goal-setting criteria. **2c.2:** Facilitate district-wide holistic data prep sessions for leadership to analyze systemic Tier 1 instructional trends and connect to building-based ILTs and CCBs.
2d. Vertical MTSS Framework	**2d.1:** Provide UDL training to include the distinction between "scaffolds that build agency" vs. "over-scaffolding/lowering rigor". **2d.2:** Audit Instructional Support Teams (IST) and implement adjustments to small-group Tier 1 instruction in grades 4-6 and Tier 2 plans in middle schools and at WMHS. **2d.3:** Lead ILTs through Instructional Rounds (at least 2 full cycles annually) using the WPS Instructional Rounds Protocol & Toolkit.

KEY FOCUS ACTIVITY	ACTION STEPS & DETAILED SUCCESS CRITERIA
2e. Resource & Classroom Staffing Realignment	**2e.1:** Monitor staffing models and adjust in line with student needs. **2e.2:** Partner with higher education institutions for intern and student-teacher pipelines.
2f. Collaboration	**2f.1:** Establish CCB Teams across all 10 schools, centered around a common Theory of Change, prioritizing Positive Behavioral Interventions & Supports (PBIS), Equity Imperative, Collaborative Problem Solving, and Responsive Classroom. **2f.2:** Examine schedules to increase CPT, protecting collaborative planning blocks to reduce scheduling conflicts. Determine and pilot new schedule structures at middle schools and WMHS.
2g. Stakeholder Communication, Morale, & Feedback	**2g.1:** Align school and district communication into one clear plan. **2g.2:** Partner with the Woburn Teacher's Association (WTA)/Joint Labor Management Committee (JLMC) on joint initiatives to advance staff culture, trust, and belonging. **2g.3:** Gather current student and senior exit feedback on school experience, culture, and climate. **2g.4:** Gather routine staff feedback on strategic priorities. Establish an equitable grading working group including implementation plans for grading policies and updated elementary report cards.
2h. Special Education & Specialized Services	**2h.1:** Expand the co-teaching model for Special Education inclusion within Tier 1 settings district- wide. **2h.2:** Continue to invest in and strengthen substantially separate programs for Tier 3 instruction.
2i. Unified Behavior & Tech Policy	**2i.1:** Establish unified behavior framework (PBIS, Responsive Classroom, Restorative Practices, Collaborative Problem Solving). **2i.2:** Develop & implement clear K-12 cell phone and personal device policy supported by targeted education.
2j. School Safety, Security, & Well-Being	**2j.1:** Maintain and deepen "I Love U Guys" Standard Response Protocol (SRP) implementation across all standard actions. **2j.2:** Refine access control/visitor management and advance Standard Reunification Method (SRM) operational drills. **2j.3:** Operationalize multidisciplinary threat assessment protocols and care teams in every school building. **2j.4:** Conduct required, developmentally-appropriate SRP drills and staff safety training with Woburn Police/Fire.

Strategic Priority 3

Build infrastructure, operational systems, and staffing structures to support long-term stability, retention, and resource equity

DESIRED OUTCOME

WPS maintains safe, modern, and equitable physical facilities across all 10 school buildings through transparent budget alignment and systematically-managed infrastructure. Operating efficiency is driven by modernized Human Resources, payroll, technology, and secure AI-enabled workflows that strengthen resource stability district-wide. Backed by robust operational systems, WPS attracts and retains a highly qualified, diverse staff - with targeted support in high-need areas like Special Education, ensuring every district resource directly powers student achievement and long-term organizational stability.

THEORY OF ACTION & THEORY OF CHANGE

Theory of Action: IF WPS systematically aligns its structural, financial, and operational levers by (1) Maintaining infrastructure and facilities planning; (2) Aligning municipal and school budgets; (3) Institutionalizing equity-driven hiring and retention pipelines; and (4) Modernizing operational and technical workflows

THEN leaders will eliminate operational siloes, optimize workflows, retain top staff, and secure the resources needed for long-term equity.

Theory of Change: IF WPS invests in modern, high-quality learning facilities, aligns district funding directly with student success, streamlines operational systems, and expands pipelines to recruit and empower a skilled, diverse workforce,

THEN our educators will have the tools, environment, and professional support they need to thrive, cultivating a consistent and diverse staff, inspiring classroom environments, and rich educational resources for every PreK–12 learner.

KEY FOCUS ACTIVITY	ACTION STEPS & DETAILED SUCCESS CRITERIA
3a. Infrastructure & Capital Planning	**3a.1:** Maintain ongoing progress reports of facility work across all buildings. **3a.2:** Proceed with capital maintenance (roofs, HVAC, windows) concurrently with Massachusetts School Building Authority Statement of Interest submission. **3a.3:** Support redistricting implementation and centralize registration with transparent facility communication.
3b. Municipal & Budget Alignment	**3b.1:** Align budget development with strategic priorities and student achievement data. **3b.2:** Formalize shared budget timelines, roles, and written agreements with city officials.
3c. Recruitment & Diversity Pipelines	**3c.1:** Accelerate teacher/leader/paraprofessional pipeline programs with diverse teaching organization partnerships. **3c.2:** Audit hiring practices for culturally-responsive leadership competencies, train everyone responsible for hiring, and establish a clear process with accountability metrics. **3c.3:** Embed culturally responsive adult practices and equity competencies into staff induction.

Artificial Intelligence (AI) was used as an operational tool to help synthesize large data sets, identify key themes, and structure information for this presentation. All core ideas, strategic decisions, and content within the plan itself were conceptualized, authored, and validated entirely by human leadership and subject matter experts.

Glossary of Terms

Term / Abbreviation	Definition
CCB (Culture, Climate, & Belonging)	A priority framework focused on building positive school environments through proactive behavioral systems, restorative practices, equity, and staff-student wellness.
PLC / CPT (Professional Learning Community / Common Planning Time)	Dedicated collaboration time during the school day for educators to analyze data, review student progress, and align instructional practices.
CPS (Collaborative Problem Solving)	An evidence-based, proactive behavioral intervention framework designed to help educators and students address behavioral challenges collaboratively.
CURATE / IMplementMA	DESE frameworks and vetting processes used by districts to evaluate, select, and implement high-quality instructional materials aligned with state standards.
DESSA / mCLASS / STAR	Standardized screening and assessment tools embedded into district workflows to monitor academic growth, early literacy, and social-emotional well-being.
DESE	Massachusetts Department of Elementary and Secondary Education, the state agency governing public K–12 education policy, standards, and grant funding.
Early College & Innovation Pathways	Specialized secondary programs designed in partnership with higher education and regional industries to offer high school students college credits and technical career experiences.
HQIM (High-Quality Instructional Materials)	Standard-aligned, content-rich core curricula vetted to ensure academic rigor and accessibility for all learners that have been vetted using standardized rubrics.
ILT (Instructional Leadership Team)	School- and district-level educator teams that drive instructional priorities, lead collaborative inquiry cycles, and monitor student learning data.
Instructional Rounds	A structured, non-evaluative process where educator teams visit classrooms together to observe instruction, gather data on specific problem practices, and strengthen district-wide teaching quality.
JLMC (Joint Labor Management Committee)	A committee composed of members from the WTA and the Superintendent's Office that focuses on collaboration and problem-solving on issues of mutual interest between district leadership and local educators.
MassCore	A recommended, rigorous program of high school study established by the Massachusetts Board of Elementary and Secondary Education to ensure high school graduates are prepared for college and careers.
MSBA SOI (Massachusetts School Building Authority Statement of Interest)	The official application submitted to the state authority to secure state funding assistance for major public school facility construction or renovation projects.
MTSS (Multi-Tiered System of Supports)	A comprehensive framework offering tiered levels of support: universal (Tier 1), targeted (Tier 2), and intensive (Tier 3) - to address students' academic, behavioral, and mental health needs.
myCAP (My Career & Academic Plan)	A student-centered planning process beginning in middle school that guides students in setting personal, academic, and career goals.
PBIS (Positive Behavioral Interventions & Supports)	An evidence-based, multi-tiered, behavioral framework used to improve school culture, support positive student behavior, and improve safety.
PowerSchool PL	District technology and database software used to manage student information, track professional learning, and archive student post-secondary plans.
Responsive Classroom	An evidence-based approach to teaching that focuses on the strong link between academic success and social-emotional learning in elementary and middle school environments.

Term / Abbreviation	Definition
SRP / SRM ("I Love U Guys" Standard Response Protocol & Standard Reunification Method)	Standardized, national safety protocols defining crisis action responses (e.g., Hold, Secure, Lockdown, Evacuate, Shelter) and safe student-family reunification processes.
The Skillful Teacher	A comprehensive teacher-development model and framework created by Research for Better Teaching (RBT) that outlines high-expertise instructional practices and evaluator feedback methodologies.
UDL (Universal Design for Learning)	A teaching framework that proactively designs flexible lessons and instructional strategies to give all learners equal opportunities to learn without lowering academic standards.
WTA (Woburn Teachers Association)	The local labor union that represents teachers, paraprofessionals, specialized educators, and educational support staff working within the Woburn Public Schools system in Woburn, Massachusetts.