



EMPOWER ²⁰₂₅

Winchester Public Schools
STRATEGIC PLAN

OUR VISION

We aspire to be an inclusive community that empowers all students to thrive.

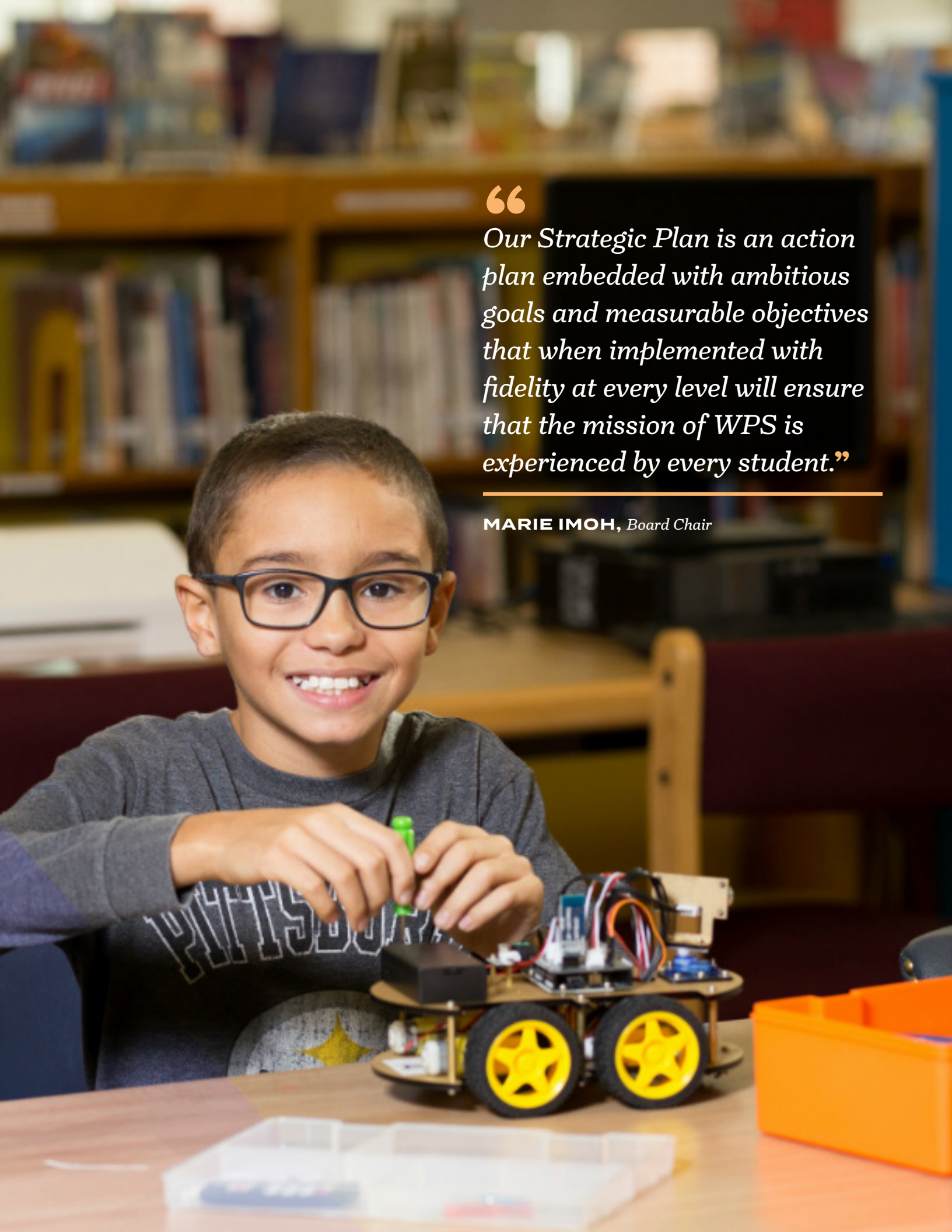
OUR MISSION

We ensure students have the knowledge, skills and dispositions necessary to embrace rigorous challenges, navigate personalized pathways, and enrich their civic communities.

OUR BELIEFS

We believe that:

- *Every student has the right to an excellent education in a safe, experiential and imaginative learning environment.*
- *Every student deserves equitable opportunities to learn, grow, lead and serve.*
- *An intentional focus on future ready skills and dispositions, integrated with essential academic knowledge, develops an empowered 21st century graduate.*
- *Mental, emotional and physical health are essential conditions for optimal learning.*
- *Collective efficacy and shared accountability are vital ingredients to a productive, empowered workforce.*
- *Winchester Public Schools must be learner-centered, agile and courageous in modeling the power of public education across our Commonwealth, country and world.*
- *A vibrant public education system positively impacts the social, economic and civic well-being of Winchester.*
- *Embracing the diversity of our students, their families and our community is a strength that unifies us.*
- *To achieve equity, we must clearly define and monitor the extent to which all learners and groups are empowered through access, diversity and inclusion.*



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Our Strategic Plan is an action plan embedded with ambitious goals and measurable objectives that when implemented with fidelity at every level will ensure that the mission of WPS is experienced by every student.”

MARIE IMOH, Board Chair



Learner Empowerment

All students will cultivate and assert their voice and choice as they deepen their understanding in essential knowledge, skills and dispositions, while nurturing their personal, social and emotional well-being.

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Rationale

To be successful in career, college and civic life, students must attain essential knowledge, skills and dispositions while demonstrating growth in their social and emotional well-being.

Guiding Theory of Action

***IF** we cultivate student voice and choice in learning, **THEN** our students will be more engaged in their learning, leading to proficiency in the essential knowledge, skills and dispositions required for success in career, college and civic life.*

Equity Emphasis

We will engage in culturally responsive practices that nurtures an inclusive environment, while identifying and addressing inequities in academic achievement, student discipline and learning opportunities.



Objectives, Strategies & Essential Actions

Learner Empowerment | Objective 1
**Maximize the Voice
& Choice of Learners**



Strategy LE 1.1

Implement Empowered Learning as the prevailing teaching and learning approach for the daily experiences with students.

Essential Action LE 1.1.1 Develop a comprehensive Empowered Learning Instructional Framework.

Essential Action LE 1.1.2 Design project-based learning experiences with intentional invitations for students to investigate, share and celebrate our differences, while engaging community challenges and presenting findings to authentic community audiences.

Essential Action LE 1.1.3 Define personalized learning and develop corresponding instructional practices.

Essential Action LE 1.1.4 Adopt and utilize digital adaptive tools to provide data necessary to drive small group instruction.

Essential Action LE 1.1.5 Develop a process for students to provide input into the criteria for success for knowledge, skills and dispositions mastery.

Essential Action LE 1.1.6 Redesign student reporting to include skills and dispositions.

Strategy LE 1.2

Implement the WPS Culturally Responsive Framework.

Essential Action LE

1.2.1 Provide professional learning to all staff on WPS Culturally Responsive Framework.

Essential Action

LE 1.2.2 Facilitate professional learning with coaching and feedback loops for teachers on culturally responsive teaching practices.

Essential Action LE

1.2.3 Embed culturally responsive practices into existing curriculum and project-based learning experiences.

Essential Action LE

1.2.4 Embed global connections into existing curriculum and project-based learning experiences through the United Nations Sustainable Development Goals (SDGs).

Strategy LE 1.3

Establish comprehensive pathways that lead to employment, enrollment, enlistment and/or entrepreneurship.

Essential Action LE

1.3.1 Provide exploration opportunities for all PK-12 students to identify personal interests and abilities to develop their academic and career plan.

Essential Action LE

1.3.2 Develop work-based learning policies, practices and partnerships for students in grades 7-12.

Essential Action LE

1.3.3 Redesign and implement a course selection process in grades 7-12 to maximize student interest, eliminate barriers and promote post-secondary goals.





Learner Empowerment | Objective 2

Prioritize Skills and Dispositions in Daily Learning Experiences

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Strategy LE 2.1

Redesign the school day to ensure students are provided sufficient time to learn, demonstrate and reflect on future ready skills and dispositions.

Essential Action LE 2.1.1 Develop flexible instructional models that give students ownership of their daily schedule.

Essential Action LE 2.1.2 Identify and promote opportunities for students to engage in cross-cultural and external experiences in order to demonstrate future ready skills and dispositions.

Essential Action LE 2.1.3 Revise curriculum to include the learning and assessment of skills and dispositions through project-based learning.

Essential Action LE 2.1.4 Explore and adopt reporting tools for skills and dispositions progress.

Essential Action LE 2.1.5 Establish regular PK-12 student showcase events.

Essential Action LE 2.1.6 Cultivate real world practice, self-reflection, and work-based experiences through internships, job shadowing, field trips, etc.

Strategy LE 2.2

Implement the Common Sense digital citizenship framework.

Essential Action LE 2.2.1 Embed digital citizenship in project-based learning experiences.

Learner Empowerment | Objective 3

Facilitate growth in Social & Emotional Wellness

Strategy LE 3.1

Create a singular 3-tier framework encompassing social emotional learning (SEL), Positive Behavior Interventions and Supports (PBIS) and trauma informed care (TIC).

Essential Action LE 3.1.1 Select, train and fully implement an SEL curricula for PK-12.

Essential Action LE 3.1.2 Continue PBIS implementation PK-12.

Essential Action LE 3.1.3 Continue TIC implementation PK-12.

Essential Action LE 3.1.4 Explore and adopt restorative practices PK-12.

Essential Action LE 3.1.5 Provide training for school counselors, school social workers and school psychologists.

Essential Action LE 3.1.6 Provide cross-profession planning time for school counselors, school social workers and school psychologists.

Strategy LE 3.2

Implement the American School Counselor Association (ASCA) standards.

Essential Action LE 3.2.1 Provide the financial investment necessary to become a Recognized ASCA Model Program (RAMP).

Essential Action LE 3.2.2 Dedicate adequate school counseling staff time to receive the RAMP designation.

Strategy LE 3.3

Implement the National Association of School Social Workers (NASSW) model.

Essential Action LE 3.3.1 Provide the financial investment necessary to implement NASSW model.



Learner Empowerment | Objective 4

Acquire Essential Knowledge

Strategy LE 4.1

Implement personalized, competency based learning with assessments.

Essential Action LE

4.1.1 Facilitate annual curriculum review process to reflect all aspects of the Empowered Learner model.

Essential Action LE

4.1.2 Develop standards based, student centered feedback and grading practices K-12.

Strategy LE 4.2

Implement Empowered Learning as the prevailing teaching and learning approach in the daily experiences for students.

Essential Action

4.2.1 Ensure that the Empowered Learning Framework includes language rich instructional practices to meet the needs of students learning English.

Essential Action 4.2.2

Provide professional learning on language acquisition for all teachers.

Essential Action 4.2.3

Provide professional learning for all teachers in specially designed instruction to meet the needs of students with disabilities.

Strategy LE 4.3

Implement evidence-based Tier 2 and Tier 3 academic supports for students who are not demonstrating competency at established intervals.

Essential Action 4.3.1

Develop decision and data protocols for Tier 2 and Tier 3 identification.

Essential Action

4.3.2 Explore and adopt evidence-based intervention strategies for Tier 2 and Tier 3.

Essential Action

4.3.3 Develop and implement progress monitoring protocols for Tier 2 and Tier 3.

COMING

YOUR

AWAY





Staff Empowerment

Each member of the WPS team engages in a culture of equitable and empowered learning by developing individual and shared professional goals while executing continuous improvement actions through collective efficacy and shared accountability.

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Rationale

For any student or organizational outcome to be fully realized, the WPS workforce must be fully engaged and committed to the mission, goals and strategies of the organization.

Guiding Theory of Action

***IF** we empower our workforce, through collective efficacy and shared accountability, **THEN** our workforce will be engaged and committed to the realization of our desired student and organizational outcomes.*

Equity Emphasis

We will prioritize the recruitment and retention of a diverse workforce that represents our student population while recognizing all staff who champion an inclusive environment for staff.



Objectives, Strategies & Essential Actions

Staff Empowerment | Objective 1

Ensure an Equitable and Empowered School Climate

Strategy SE 1.1

Develop effective, supportive leaders through training, feedback and succession planning.

Essential Action SE

1.1.1 Explore and adopt an external leadership development program.

Essential Action SE

1.1.3 Provide Adaptive Schools training to all WPS leaders.

Essential Action SE

1.1.2 Provide TregoED training to all WPS leaders.

Essential Action SE

1.1.4 Research and redesign evaluation process for leaders.

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Strategy SE 1.2

Foster leadership within the organization.

Essential Action SE

1.2.1 Develop and facilitate a Teacher Leadership Cohort annually.

Essential Action SE

1.2.3 Develop varied leadership pathways outside of school administration.

Essential Action SE

1.2.2 Implement pool interviews for aspiring leaders with feedback.

Strategy SE 1.3

Develop affinity employee groups to ensure all staff are embraced in a culture and climate of inclusion.

Essential Action SE

1.3.1 Facilitate affinity employee groups to learn, respond and improve culture and climate inclusive conditions for staff.

Strategy SE 1.4

Maintain competitive salary and benefit packages, while developing pay structures that incentivize innovation and increased efficiency.

Essential Action

SE 1.4.1 Conduct tri-annual market based compensation studies by job category.

Essential Action SE

1.4.2 Explore, prototype and adopt new pay structures with new roles and responsibilities.

Strategy SE 1.5

Recruit and retain a culturally diverse workforce that represents our student body and community.

Essential Action

SE 1.5.1 Redesign the application and recruitment process to include an intentional outreach to diverse candidates.

Essential Action

SE 1.5.3 Foster and secure pipelines with universities and other agencies for diverse teaching candidates.

Essential Action SE

1.5.2 Develop and grow the Teach for Tomorrow program in partnership with the local foundations and higher education.

Essential Action SE

1.5.4 Develop and utilize a rigorous exit survey process.



Staff Empowerment | Objective 2

Provide Opportunities for Individual and Collective Professional Growth

Strategy SE 2.1

Develop a culture that promotes, values and measures personalized employee growth and development.

Essential Action SE

2.1.1 Redesign the evaluation process for teachers and staff.

Essential Action

SE 2.1.3 Develop incentive structures for professional learning.

Essential Action

SE 2.1.5 Implement instructional coaching cycles with all instructional staff.

Essential Action

SE 2.1.2 Develop personalized pathways for employee professional growth that aligns to each job classification function.

Essential Action

SE 2.1.4 Provide experiences for staff that immerse them in real-world experiences.

Strategy SE 2.2

Develop a culture for shared, transparent and valued professional learning.

Essential Action SE

2.2.1 Implement high performing Professional Learning Communities with semi-annual reflective assessment.

Essential Action

SE 2.2.2 Implement peer-peer learning opportunities through instructional rounds.





LEPAC
CHAPTER CARRISON
2009-10

1. Open shirt from
back and inside
to lay flat. Press
and flat the back
Place in the lower place

2. Place business paper on top
of shirt

3. Place back (top) piece by then
down the side (the side of dress)

4. Mark 35 inch (after there will
be a good fit)

5. Turn out and place on
the mark by doing step 3
6. Cut out the piece for
the side. (After there will
be a good fit)

7. Place in the lower place

8. Turn out and place on
the mark by doing step 3

9. Cut out the piece for
the side. (After there will
be a good fit)





Community & Family Empowerment

Winchester families, caregivers, community members and school staff engage in strong and mutually supportive partnerships to ensure students' personal, social, emotional and academic growth.

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Rationale

Positive outcomes for students are realized when the diverse skills, passions and connections of all community members are mutually recognized, utilized and celebrated.

Guiding Theory of Action

***IF** our families, caregivers, community members and school staff work together to nurture and mentor students, **THEN** our students will be supported from cradle to career as they develop into thriving, positive and productive citizens in our community.*

Equity Emphasis

We will foster mutually supportive relationships with families and community partners that celebrate and embrace diversity through inclusive and authentic engagement.



Objectives, Strategies & Essential Actions

Community & Family Empowerment | Objective 1

Develop Family School Partnerships

Strategy CFE 1.1

Explore, adopt and implement the Dual Capacity Framework that values family expertise and culture and empowers parents to be full partners in their child's education.

Essential Action 1.1.1

Assess staff level of knowledge and capacity to engage families.

Essential Action

1.1.2 Research other divisions reporting higher levels of engagement and family support.

Essential Action 1.1.3

Provide professional learning that enhances educators' capabilities, connections, confidence and cognition for partnerships.

Essential Action 1.1.4

Provide training for principals and support for school action teams to implement school-family partnership programs.

Essential Action 1.1.5

Provide training and support for educators to conduct "relational" home visits.

Strategy CFE 1.2

Empower families as advocates for the learning and development of their children by having them serve as co-creators in their children's educational plan.

Essential Action 1.2.1

Create opportunities for parents and school staff to meet and spend time together in informal settings to develop strong relationships.

Essential Action 1.2.2

When appropriate, conduct "relational" home visits with families to build trust and respect between school and home.

Essential Action 1.2.3

Investigate and select a variety of communication methods to connect the family and the school.

Essential Action 1.2.4

Provide opportunities that develop the parents' role in supporting the development of the whole child, with a specific focus on reading and math skills for younger children and course selection for the middle and high school students.

Essential Action 1.2.5

Provide opportunities for parents to build relationships with other parents to facilitate peer learning and information sharing via parent meetings or program events and workshops.

Community & Family Empowerment | Objective 2

Develop Community School Partnerships

Strategy CFE 2.1

Deepen current community partnerships and develop new partners to support the vision and mission of the Winchester Public Schools.

Essential Action

CFE 2.1.1 Conduct a full assessment of current partnerships and a gap analysis of untapped partnerships.

Essential Action CFE

2.1.2 Maximize Bright Futures collaborative.

Essential Action CFE

2.1.3 Develop pathways for students leading to direct service support (i.e. mentorship, internship opportunities, etc.) and community networking opportunities.

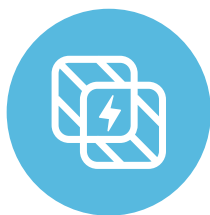
Essential Action

CFE 2.1.4 Employ a collective impact model to bring multiple community partners into alignment with student achievement goals.

Essential Action CFE

2.1.5 Expand the role of community partners within the regular school day to include enrichment activities, class presentations and support with professional learning for staff.





Organizational Empowerment

Winchester Public Schools practices responsive, transparent stewardship in an efficient, cost effective and equitable manner, while galvanizing the trust, support and satisfaction of internal and external stakeholders.

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Rationale

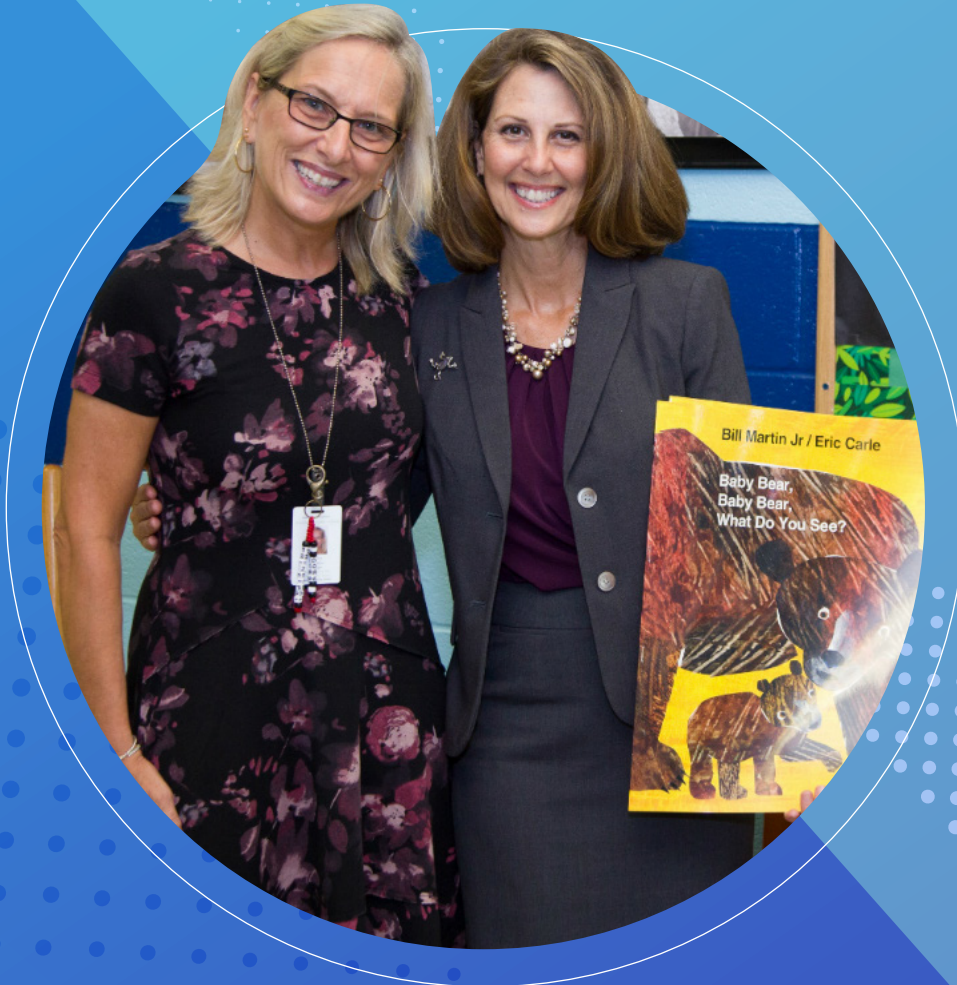
Each department within the school division must work effectively, efficiently and collaboratively, under a shared mission and vision, in order to achieve results that are greater than the sum of the parts.

Guiding Theory of Action

***IF** each department within the organization is individually effective and efficient **AND** working collaboratively with other departments, **THEN** student outcomes will be achieved and internal and external stakeholders will trust the organization.*

Equity Emphasis

We will ensure equitable distribution of human, fiscal and capital resources across schools and subgroups.



Objectives, Strategies & Essential Actions

Organizational Empowerment | Objective 1

Ensure Internal and External Stakeholder Satisfaction and Support

Strategy OE 1.1

Explore, adopt, and implement a customer satisfaction framework.

Essential Action 1.1.1

Develop or adopt a stakeholder satisfaction survey instrument for annual implementation.

Essential Action

1.1.2 Create standing focus groups with regular meeting cycles for feedback loops to each department.

Organizational Empowerment | Objective 2

Maximize Effective and Efficient Operations

Strategy OE 2.1

Adopt and implement “EnergySmart” schools from the US Department of Energy and participate in the Virginia School Boards Association (VSBA) “Green Schools” initiative.

Strategy OE 2.4

Develop a reporting process, by type, with lifecycle data for technology and capital infrastructure.

Strategy OE 2.2

Develop maintenance and technology completion windows based on priority of request.

Strategy OE 2.5

Maximize internal efficiency of recruitment, onboarding, evaluations, etc.

Essential Action

2.5.1 Explore, adopt and implement a comprehensive human resources software system to maximize efficiency.

Strategy OE 2.3

Develop and implement an electronic timekeeper system for all employees.

Strategy OE 2.6

Explore, adopt and implement a continuous school and department improvement planning process.

Organizational Empowerment | Objective 3

Foster Transparent and Equitable Practices

Strategy OE 3.1

Implement the Virginia Association of School Business Officials (VASBO) Meritorious Budget Framework.

Essential Action

OE 3.1.1 Establish timelines for progress and installation of MBA framework.

Essential Action OE

3.1.2 Facilitate training for budget holders.

Strategy OE 3.2

Implement 1:1 initiative to ensure that every child has access to both a device and broadband internet access where they reside.

Essential Action

OE 3.2.1 Establish partnerships with internet service providers (ISPs) to provide broadband internet access to any family who needs it and provide structures for reduced and/or free access.

Essential Action OE

3.2.2 Provide internet hotspots for all students who do not have a primary residence.

Organizational Empowerment | Objective 4

Strengthen Board Governance and Policy Review

Strategy OE 4.1

Conduct annual school board governance assessment.

Strategy OE 4.2

Implement policy review every four years.



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EMPOWER 2025 captures the imagination and highest hope of our school division as we continue to invest in innovative educational programming for our students, foster a great work environment for staff and engage families through mutually supportive relationships. Ultimately, our vision says it all...we want to empower our students to THRIVE.”

DR. JASON VAN HEUKELUM
Winchester Public Schools Superintendent



Winchester Public Schools

EMPOWER ²⁰₂₅

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