

*Whitman-Hanson Regional School District*



*Whitman-Hanson Regional School District  
Professional Development Plan  
2023-2024*

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Professional development planning in the Whitman-Hanson Regional School District is an ongoing, cyclical process. The structure for this process has been added to for the 2023-2024 year. The professional development opportunities align to the District Strategic Plan Initiatives and Objectives. They include: site-based programs, curriculum-based programs, virtual training and workshops. The Superintendent and Assistant Superintendent, in partnership with the Principals, the Curriculum Directors, Director of Special Education, the Director of Equity & MTSS as well as the exSEL team and our technology coaches, plan, discuss, and organize Professional Development offerings. Staff input from various district and building meetings help to inform the professional development needs of the district.

### **Whitman-Hanson Regional School District PD Team:**

- George M. Ferro, Jr. Assistant Superintendent
- Karen Downey, Principal, Conley School, Whitman
- Ruth Carrigan, Director of School Counseling Services (grades 9-12)
- Michael Losche, Director of Special Education
- Nikki Semas-Schneeweiss, Director of Equity & MTSS
- Heatherlyn Costantino, Tech Coach
- Lisa Tobin, Lead Nurse WH
- District Curriculum Coordinators

### **District Alliances, Partnerships and PD Providers:**

- North River Collaborative
- South Shore Educational Collaborative
- Pilgrim Area Collaborative
- Houghton Mifflin Harcourt
- Curriculum Associates
- Seaside Consulting
- Lighthouse Assistant Superintendents' Network
- MSAA (MA Secondary School Administrators Association)
- MASS/CUE
- NEASC
- George Couros



***Whitman-Hanson Regional School District***  
*Strategic Plan 2023-2028*

**Mission**

The Whitman-Hanson Regional School District provides a safe learning environment and comprehensive student-centered learning opportunities that are relevant and challenging. In supportive partnership with all stakeholders, our District is committed to developing an academic foundation that emphasizes critical thinking, creativity, and communication skills. Each student, as a life-long learner, is prepared to face the challenges of the future with the skills needed to become a responsible citizen.

**Vision**

The Whitman-Hanson Regional School District is committed to providing each student with a high-quality education that promotes student success and responsible citizenship.

**Vision of a W-H Student**

A Whitman-Hanson student is equipped with the skills to choose their own path and contribute to an ever-changing community in a healthy, vibrant way.

**Equity/Diversity Statement**

Whitman-Hanson Regional School District strives to provide an inclusive environment for students, employees, and families by respecting the race, ethnicity, national origin, languages, gender identity, gender expression, sexual orientation, religion, ability, family composition, and socioeconomic status of each community member. The District is committed to providing all students with meaningful opportunities to explore interests and safely engage in learning.

**Core Values**

We believe our schools:

- Make all decisions in the best interest of students.
- Are committed to providing a safe, secure, and healthy environment.
- Set high academic standards that provide an opportunity for all students to reach their full potential.
- Model personal responsibility and an understanding and respect for others.
- Provide student-centered learning environments where successes and mistakes are valued as part of the learning process.
- Support staff initiative, innovation, and professional development.
- Share the responsibility for education with students, families, and community.
- Promote broad-based communication and school-family-community partnerships.
- Utilize technology as an essential part of teaching and learning.

## Theory of Action

A theory of action is a statement that outlines an organization's beliefs and assumptions about what will lead to long-term success and change. The statement articulates how an organization will move from its current state to its desired future state.

*WHRSD believes that if we...*

- Commit to developing and sustaining a culture of inclusivity and belonging to meet the diverse needs of all students;
- Increase the District and school teams' capacity to collaborate, learn, and design sustainable systems that positively transform learning in a fiscally responsible manner;
- Promote professional dialogue that allows people to explicitly articulate, appreciate, and extend their understanding of teaching and learning practices;
- Expand the District's focus on Social Emotional Learning as a means of supporting the well-being of all individuals in the school community;
- Develop practices and culture that promote the recruitment, development, and retention of a highly qualified, diverse staff;
- Enhance communication with member towns that stresses the educational needs of Whitman-Hanson students and promotes consistent, fiscally sustainable resource allocation;

*Then...*

Each school will be able to provide all students with access to high-quality, appropriate learning experiences as well as the supports they need to succeed;

*So that...*

Every Whitman-Hanson student will be equipped with the skills to choose their own path and contribute to an ever-changing community in a healthy, vibrant way.

### **Strategic Objective 1 – Student Access**

***Provide students with a comprehensive learning experience through equitable access to tiered support.***

#### **Strategic Initiatives**

1. Expand offerings for EL students and increase their access to human and curriculum based support.

**Evidenced by:** Multi-Tiered System of Supports that address all students' varied needs in the classroom.

2. Create a framework connecting Social Emotional Learning (SEL) to academic work at both the elementary and secondary levels.

**Evidenced by:** Curriculum documents/guides that embed SEL goals and activities into all subject matter coursework, as appropriate.

3. Promote and expand a balanced, inclusive experience for Special Education students at all levels.

**Evidenced by:** The existence of co-taught and collaborative classrooms at all levels across the District.

4. Create opportunities to develop students' sense of belonging to the WHRSD community by increasing the opportunity for students' voices to be heard and increasing opportunities for student participation.

**Evidenced by:** Annual student surveys; increased participation in all extra curricula offerings including academics, organizations, clubs, and sports.

## **Strategic Objective 2 – Communication**

*Develop effective communication strategies that increase mutual understanding, engagement, and empowerment.*

### **Strategic Initiatives**

1. Establish expectations and methods of effective communication among families, the District, and the community.

**Evidenced by:** Annual community surveys; website usage; regularly scheduled updates to the District and school websites; annual data that measures family and community involvement in all school activities.

2. Establish expectations and methods of effective communication between District staff and administration.

**Evidenced by:** Biannual surveys of District administration; leadership meeting agendas from regularly scheduled leadership meetings; emails.

3. Increase the ability for greater communication between the district and its high needs populations.

**Evidenced by:** Input and surveys from the WHRSD SEPAC; EL Parent Council and School Councils.

## **Strategic Objective 3 – Curriculum**

*Provide a comprehensive, innovative, and culturally responsive curriculum that fosters engaged and adaptable students who have foundational skills that can be universally applied in an ever-changing world.*

### **Strategic Initiatives**

1. In alignment with the District's MTSS framework, institutionalize the use of data in decision-making regarding instructional and learning practices.

**Evidenced by:** Training in data analysis for all administrators and staff; notes/reports from all

Professional Learning Community (PLC) meetings and department meetings in which data is discussed.

2. The curriculum will integrate the *Collaborative for Academic, Social, and Emotional Learning* (CASEL) competencies and be culturally responsive in all forms.

**Evidenced by:** Curriculum documents/guides/assessments that embed CASEL goals and activities into all subject matter coursework, as appropriate.

3. Promote instructional practices that are culturally responsive and support students' social-emotional health.

**Evidenced by:** Annual student surveys; absentee and health data.

4. Ensure the existence of a K-12 continuum of student knowledge and data that will promote a shared responsibility for shaping a Whitman-Hanson student.

**Evidenced by:** The existence of an established, recognizable format for curriculum K-12; the existence of a K-12 data collection and analysis plan.

#### **Strategic Objective 4 – Community & Culture**

***Provide a welcoming and affirming school environment that removes barriers, one where students, staff, families, and community members feel valued and have a sense of belonging.***

#### **Strategic Initiatives**

1. Create a multifaceted plan that ensures opportunities to share student growth, work, and success in a way that is accessible and meaningful for all.

**Evidenced by:** The creation and distribution of a plan to highlight student work, including, but not limited to, exhibits at Parent Nights, publicity in the local newspapers, use of District and school websites; and inclusion of such a plan in District and School Improvement Plans.

2. Build systems and spaces necessary to foster and nurture relationships among students and staff, so that every student has at least one staff member to whom they feel connected.

**Evidenced by:** Student and parent surveys; attendance data; school counseling data; data on referrals for SEL concerns.

3. Design systems and processes to engage community members in varied and meaningful two-way dialogues to share insights, thoughts, and feelings.

**Evidenced by:** Email logs; minutes and agendas of parent meetings; PTO/PAC agendas and minutes; website availability and use for parent and community engagement and sharing.

## **Strategic Objective 5 – Staff Recruitment, Development, and Retention**

*Create an environment that is diverse, inclusive, and engaging to attract, develop, and retain highly qualified staff.*

### **Strategic Initiatives:**

1. Develop an effective staff recruitment and retention plan to increase diversity, equity, and inclusion practices that will assist WHRSD in attracting varied candidates.

**Evidenced by:** K-12 Co-teaching; Multi-Tiered System of Supports embedded in all grade levels; interpreters District-wide; translation of documents to all necessary languages and available to schools, parents, and community; EQI practices made available to all extracurricular activities.

2. Foster an environment where staff voice is heard and ideas regarding academics, SEL, and the physical environment of school operations are shared and valued.

**Evidenced by:** Faculty agendas that include a time for staff input at each meeting; minutes of faculty meetings; School Council agendas and meeting minutes; documentation of the development process for District and School Improvement Plans.

3. Work with local institutions of higher education to establish partnerships to identify potential future teachers while they are still in high school and to enhance the pedagogy of current WHRSD staff members.

**Evidenced by:** Partnership agreements with institutions of higher learning; a plan for offering pedagogical professional development for teachers by year and grade level.

4. Create an environment that is diverse, inclusive, and engaging to attract, develop, and retain highly qualified staff.

**Evidenced by:** The annual DESE staff report; membership on WHRSD committees and adherence to the recommendations in the WHRSD District EDI report -2021.

## **Strategic Objective 6 – Resources Fiscal, Human, and Physical**

*Commit to efficient planning, acquisition, and allocation of fiscal, human, and physical resources to achieve the mission and vision of the District.*

### **Strategic Initiatives**

1. Continue to revise, adjust, and forecast the WHRSD five-year budgetary growth projections and

share them with the towns of Whitman and Hanson for feedback and meaningful dialogue.

**Evidenced by:** Copies of growth projections, agendas, and minutes of joint meetings.

2. Continue to establish, revise, adjust, and forecast the WHRSD five-year capital growth matrix and share it with the towns of Whitman and Hanson and their appropriate committees.

**Evidenced by:** Copies of the capital growth matrix, agendas, and minutes of joint meetings.

3. Oversee the MSBA building project for a new Whitman Middle School and work with members of the Building Committee to make thoughtful decisions about design, materials, and construction.

**Evidenced by:** Building Committee meeting agendas and minutes.

4. Develop an effective staff recruitment and retention plan to meet the needs of our ever changing student population.

**Evidenced by:** The existence of a multiyear recruitment and retention plan, complete with goals, objectives, and timelines.

5. Continue to evaluate human capital across the District to ensure fiscal responsibility and efficiency while maintaining appropriately tiered supports for students.

**Evidenced by:** Assessment data K-12, both academic and SEL; IEPs; 504s.

*Of Note - The section labeled Evidenced by, is where the yearly action steps and Superintendent's Goals are created yearly throughout the plan timeframe.*

### Professional Development Philosophy

The Whitman-Hanson Regional School District is committed to providing the very best of educational experiences for the students in the communities of Whitman and Hanson. We have developed district Mission and Vision Statements and a set of Core Values reflective of our philosophy of education and beliefs.

The Whitman-Hanson Regional School District Professional Development Plan is based on the following overriding principles:

1. Activities must be consistent with the District Strategic Plan Initiatives and Objectives as well as the District's Mission, Vision Statement, Equity Statement and Core Values
2. Activities must be consistent with the Commonwealth of Massachusetts' plan for professional development and re-certification.
3. Incentives must be developed that are consistent with the requirements of present Whitman-Hanson Education Association contractual bargaining agreements.
4. There must be a direct correlation between the activities and the teacher's work.
5. There must be teacher investment and ownership in the form and substance of activities.



6. Professional development programs are evaluated on an ongoing basis to determine future programming and program effectiveness.

<b><i><u>Date</u></i></b>		<b><i><u>Event</u></i></b>	<b><i><u>Place</u></i></b>
<b><i>Sept 1</i></b>	<b><i>District by Level</i></b>	<b><i>Student Transitions/IEP Review/504 Review</i></b>	<b><i>Site Based</i></b>
<b><i>October 6</i></b>	<b><i>District by Level</i></b>	<b><i>Culturally Responsive Work HS Subject Area PD - MS iReady Math - Elementary</i></b>	<b><i>Site Based</i></b>
<b><i>Dec 22</i></b>	<b><i>District by School</i></b>	<b><i>Culturally Responsive Work HS Second Round Diagnostic Work MS Second Round Diagnostic Work EL</i></b>	<b><i>Site Based</i></b>
<b><i>Feb 9</i></b>	<b><i>District by Level</i></b>	<b><i>Culturally Responsive Work HS Subject Area PD - MS Into Reading and Lesson Planning - EL</i></b>	<b><i>Site Based</i></b>
<b><i>March 5</i></b>	<b><i>District Together 8:30-11:30</i></b>	<b><i>Staff Training on Safety Procedures</i></b>	<b><i>PAC</i></b>
<b><i>March 22</i></b>	<b><i>District Together</i></b>	<b><i>Guest Speaker on Motivation and Sustaining Staff Stamina</i></b>	<b><i>PAC</i></b>
<b><i>Ongoing Monthly</i></b>	<b><i>District by Level</i></b>	<b><i>Elem and Secondary Tech PD</i></b>	<b><i>Virtual</i></b>

**Related Arts and Counseling: Discipline Specific Meetings on PD Days**  
**Special Education Staff: As assigned by Director of Special Education**