

To: School Committee

From: Bella T. Wong

Date: June 5, 2012

Re: 2011-2012 Annual Goals Report I and II

These values represent the essential and enduring commitments of the Wellesley Public Schools:

- ! Academic Excellence
- ! Cooperative and Caring Relationships
- ! Respect for Human Differences
- ! Commitment to Community

- I. ENSURE THAT ACADEMIC, SOCIAL, AND EMOTIONAL NEEDS OF STUDENTS ARE IDENTIFIED AND MATCHED WITH APPROPRIATE CURRICULA AND EXPERIENCES.

Ongoing Initiatives

- A. Develop and implement strategies to close the documented disparate achievement gaps for identified groups of students through the Action Plan for Equity and Excellence, including Response To Intervention.

The organizational structure of the Action Plan is as follows:

1. Document progress using the data available to us
2. Develop and implement common assessments
3. Develop tiered -intervention strategies
4. Review curriculum and instruction for relevancy
5. Monitor and support student engagement
6. Create culture to support appropriate and important intellectual risk taking
7. Technology plan to support instruction
8. Professional development
9. Planning time
10. Apply research
11. Monitor progress, adjust strategies, until success is achieved

Progress this year on the Action Plan for Equity and Excellence has been made through the following:

- 1) We continue to monitor student placement in honor level classes. This year there was an increase in the number of black and Latino students

who enrolled in honors level classes. This outcome was achieved through personal counseling of each student.

- 2) Mentoring across all nine schools continues into this second year.
- 3) After school academic support programs continue for a second year at the elementary and middle schools. Tutoring for the MCAS and college achievement tests continues for our high school students. These supports are generously funded through the Friends of METCO organization.
- 4) Planning and implementation of RTI strategies.
This year the grade 2 pilot funded through federal stimulus funds was expanded to grades K and 3 with the availability of a WEF grant and reallocation of other grant funds. Next year, four of the seven elementary schools will have full-time literacy intervention specialists. The other three schools will have half-time positions. This will allow the district to expand RTI supports to more grade levels. A full presentation on this year's progress on RTI will be made at the meeting of June 5. However, it is clear from the data already received that results for this year are consistent with those of the prior year when 409 out of 412 second graders attained grade level literacy benchmarks by the close of the school year.

Also exciting this year was the opportunity for a Middle School leadership team to work with a consultant to assess current capacity around RTI

(5 TIE)

Middle School after having been taught consistent strategies for bully prevention.

- 2) The high school is currently discussing the advent of Advisory sessions to be incorporated into student schedules next fall. Students will be divided into same grade level groups of 12. The groups will meet with an adult advisor who will facilitate discussions based on the developmental social emotional curriculum currently being drafted by a committee of high school educators.

- E. Implement and monitor general intervention and special education programs to create an effective continuum of services, Pre -K through age 22, to include transition to adult life programs. Assess the need for expanded support and training.

All District-wide programs are doing extremely well. Each year we review our programs for adjustment. This year we expanded two programs and next year we will add two more.

- 1) The therapeutic program at Hunnewell School expanded smoothly from serving students grades 2 through 4, to grades K through 5 this year. Last year's start of the program was met with some community anxiety which was completely absent from this year's expansion of program. We were fortunate to have new staff who had prior experience with starting a new therapeutic program.
- 2) At the Middle School, we successfully expanded the program for students with autism to include a component that involved three days off site at a collaborative designed to offer significantly greater transition supports for the students. This school year, neither the Middle School nor High School offered the facilities to adequately support student transition to adulthood for these students. We look forward to being able to do more of this type of program in the new high school.
- 3) Next year, the elementary therapeutic program will be expanded to the Middle School. This expansion had been anticipated during the planning for the renovation at the Middle School that took place this past fall, and as a result, additional classrooms necessary for the expansion were included in the construction project. We look forward to welcoming a solid first cohort of students into grade 6 and perhaps grade 7 this fall. The ability to expand the program to the Middle School will effect a cost savings, because these students would otherwise have had to go to out of district programs.
- 4) As our students age up, we are ready to start a program to support 18 to 22 year old transition this fall called LAUNCH. Without such a program in place, all students in this age group would have to be served in out of district programs. The current staff person who is our out of district coordinator will assume oversight of the 18-22 program and services.

- F. Review our use and integration of technology into our instructional programs and support services, and assess its effectiveness to support

We are expanding course offerings in the high school next school year to provide language instruction to a broader range of students. Spanish will be offered at a variable pace to allow students to access language instruction who had not been able to do so in prior years. Since many colleges require

Two athletic teams each will be added at the middle and high school level next school year to address this concern. In addition, thanks to the support of the Wellesley PAC, the Best Buddies program was launched for the Middle School. Through the support of teachers at the high school, Friends Forever was launched at the high school. Both programs support partnering typical students and students with special needs to promote social development and understanding through structured activities and trained support. The Middle School Department Head of Guidance and a Middle School guidance counselor of the Best Buddies, who were joined by state level representatives program, was made at the May 22 School Committee meeting.

N. Review current homework practices and policies.

Opening Day for all educators this year included a showing of the film, *ÒRace to Nowhere.Ó* Principals were asked to lead discussions regarding homework policies and practice in their buildings. The guiding question was to discuss the efficacy of homework. The administrative team discussed progress on this topic at three designated checkpoints: October, March and May.

We found discussions on th

an essential practice to support a positive culture of confidence and trust between schools and Central Office leadership.

- B. Support principals and other administrators in their supervision and evaluation of professional staff. Support supervision and mentoring of new administrators and facilitate team building for administrative teams.

The Director of Curriculum and Instruction continued her yeoman's work to support new administrators in regard to supervision and evaluation. This year she supported three new principals and two new department heads. Supporting new administrators to the District includes the responsibility of reviewing all draft written evaluations of staff prior to becoming final. This is an important step to assure evaluation assessments fit within the District norm.

The Central Office team worked together to provide a rich agenda for the monthly Academic Council meetings. Academic Council is comprised of all administrators in the District who are responsible for supervision and evaluation of educators and/or curriculum support. The focus of these meetings is to provide training and professional development applicable to work that needs to happen across the District.

One session to prepare for FY13 Budget development was led by the Superintendent. Two sessions were dedicated to teaching cultural proficiency and taught by EMI instructors Kalise Jacobs and Elli Stern. Cultural proficiency is one of the new standards by which teachers will be evaluated. Two sessions were dedicated to the new teacher evaluation regulations and were led by Director of Curriculum and Instruction Becky McFall. In anticipation of the need to negotiate new evaluation protocol and in the interest of promoting collaboration, union leadership was also included in these sessions.

- C. Support the recruitment of skillful, Highly Qualified teachers and administrators with an emphasis on increasing the diversity of staff.

(T 30 2 ((,) 1 (1 0.06) 1 (u The ASSTo SubCpnt (attende (6))SIT (20) (t) 1 (e) ed83 and 2BQ and 83

administration in their participation in professional development activities to sustain a high level of instructional practice as well as to satisfy state and federal licensure requirements.

A variety of courses and professional development opportunities were offered to WPS employees. The courses offered are taught by our own faculty, outside consultants, and in collaboration with neighboring districts. An outline of courses and participation is provided below. A full report was made to School Committee on December 6.

Course content areas:

- Art
- Literacy
- Science
- English Language Learning
- Fitness and Health
- School Safety
- Special Education
- Teaching Strategies
- Teaching With Technology
- Technology

Number of courses offered: 62
Number of teacher registrations: 1059
Elementary Registrations: 512
Middle School Registrations: 202
High School Registrations: 124

Registrations in courses resulting from memberships:

- EDCO Collaborative: 128
- EDCO EMI: 45
- Primary Source: 46
- Teachers as Scholars: 30

Other Outside Course Registrations:

- Open Circle: 35

- E. Review and assess implications of recently adopted regulations for educator evaluation for implementation.

The Department of Elementary and Secondary Education (DESE) provided several workshops throughout the State to provide updates on the development of the teacher evaluation regulations and provide guidance on how these might be implemented. We sent several different groups of administrators to these various trainings throughout the year. We also provided some internal training through the Academic Council sessions described above.

While administrators in the District have been made aware of the framework for the regulations and what needs to be done, a plan must be put in place to guide next steps. It is likely to be part of the summer retreat. Historically, the summer retreat involves the Administrative Team with some part of that time

to include the School Committee. Some thought may be given to whether the working group should include a broader group of administrators and union leadership. Wellesley is not a Race To The Top (RTTT) district, which means it must be ready to implement the new regulations by FY14 at the latest. In order to meet that deadline, a significant amount of work needs to be done over the next year, including development of SMART goals and contract negotiations to establish agreed upon protocols.

III. OBTAIN AND MANAGE THE RESOURCES WHICH MAINTAIN AND IMPROVE THE QUALITY OF THE EDUCATIONAL PROGRAM AND THE PHYSICAL CONDITION OF THE BUILDINGS AND GROUNDS.

- A.* Develop a budget that reflects the needs of students and review means of communication to the public on how our budget and programs support quality schooling.

The Director of Student Services, Director of Curriculum and Instruction, and Assistant Superintendent are to be commended for the tremendous effort and support they provided to the Interim Business Administrator and me in order for us to successfully build the FY13 Budget for subsequent approval by the School Committee and then Town Meeting. Also greatly appreciated was the flexibility and support exhibited by the School Committee, Advisory Committee school liaisons, and the Advisory Committee as a whole to commit extra time for review as well as to adjust to altered timelines. Finally, the budget could not have been developed without the skilled and extraordinary support of the school Business Office staff and the Town Hall Finance staff.

The FY13 Budget successfully supports educational programming moving forward. It accommodates anticipated enrollment shifts with the addition of two new middle and high school sports teams and the expansion of two others. There will also be two new specialized Special Education programs: expansion of the Therapeutic Program to the Middle School and the start of more formalized programming to support our 18 to 22 year olds. Also approved were additional FTEs at the elementary, middle and high school.

- B.* Support the work of the Permanent Building Committee (PBC), Central Office and High School administration for the FY12 opening of the new high school and FY14 completion of the high school site work.

By all counts we had an outstanding opening of the new high school. This could not have happened without the careful planning and dedication to detail provided by the PBC, School Committee Chair Suzy Littlefield, Central Office and High School Administration and staff, SMMA, Turner Construction and Ryegate. It is abundantly clear that the school community is thriving in its brand new functional and beautiful space. As we continue to work through the remaining punch list, we look forward to having access to a new parking lot in FY13, much earlier than originally anticipated.

- C.* Support and sustain the integrity of the high school program throughout the duration of the new high school project.

We have received excellent support to achieve this goal throughout the entire project. Except for the high ropes course, not a single program was cut due to the project. There was no compromise to class size throughout the project because of the support for temporary classrooms built in phases. This goal was achieved because all possible impacts were well anticipated and

The advent of the new school food service vendor and service delivery throughout the year did not meet anticipated performance outcomes. While

high school, he was unable to follow through with the website upgrade this school year. However, it should be completed in time for start of next school year.