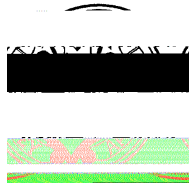


To: School Committee
From: Bella T. Wong
Date: June 6, 2011
Re: System Goals, 2010-2011



It will take several years of concerted effort to narrow or eliminate achievement gaps for identified sub-groups. The goal for this year was to use this outline to document the work currently being done or completed for the purpose of creating a living document that would encapsulate the district's work under the plan and facilitate its use as reference for other educators to use. Vicky Anderson completed this work as part of her superintendent internship and presented her

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ensure that the work required by the decennial report and subsequent follow up reports, including the two year report, have been appropriately addressed. A two-year update report was submitted to NEASC by October 1, 2010 and implementation of recommendations is ongoing. At this point, 58% of 60 recommendations have been presented as having been satisfied. The next required update is due January 1, 2012.

- E. Continue to assess student work to check on attainment of learning goals and develop a shared understanding of standards.

The high school has been focusing on using formative assessments to assess student learning. Faculty and department meetings have been used to train teachers on the development of formative assessments and using the data to inform instruction. Every teacher is expected to incorporate the use of formative assessments into their classes with the purpose of providing students with informative, timely feedback on their progress. In addition, teachers should use the information from the formative assessments to adapt their instruction to meet the needs of their students.

At the middle school, the English department is developing common assessments to measure student achievement. The development of these assessments includes the process of identifying key benchmarks and standardizing their analysis of the assessments. Members of the Math Department are working on their use of formative assessment to develop individualized instruction for their students and to incorporate interventions for struggling students. The special educators have assessed students who scored *Needs Improvement* and *Warning* on MCAS in order to provide targeted instruction to students.

At the elementary level, math specialists are providing opportunities for teachers to participate in OLTs, Observing Lessons Together. During an OLT teachers of the same grade level come together to observe one teacher teaching a lesson. Prior to the lesson, they discuss the lesson, the mathematics involved, and n,o

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this partnership for the benefit of all our students. Staff has been receptive to RTI, but we all understand adoption will require further education and training.

The elementary special education therapeutic program has had a successful launching. Every student participating in the program has demonstrated marked improvement over prior years. The program will be expanded to include younger students next school year.

We continue to monitor our students' needs across all grade levels to better anticipate program modifications to meet needs in district when appropriate.

Please refer to Goal L for a fuller summary of general intervention work this year.

- G. Monitor implementation of English Language Learner (ELL) programs at the elementary and secondary levels.

These programs continue to be highly utilized at a consistent level across the grade levels.

- I. Implement the recommendations of the K-12 Performing Arts curriculum review to update written curricula.

The Performing Arts Department continues to work on documenting their program. They are developing learning goals and expectations by discipline, general music, drama, choral, and ensembles. There has been great progress with this work this year.

All curriculum except drama has now been written. The drama instructors will complete this work as part of a C&I project this summer. The Performing Arts curriculum should be ready for distribution in the fall.

- J. Ensure consistent and proper documentation of K-12 curriculum.

The elementary curriculum as a whole is well documented with all information posted on the website. We continue to work on documenting the middle school and high school curricula to ensure clear communication of standards and benchmarks. Adjustments are being made to curriculum based on the National Common Core and new MA curriculum frameworks.

- K.* Identify, assess and implement strategies and community resources to address factors, including those referenced in the recently enacted anti-bullying legislation, that negatively impact the physical and emotional health of students and impede their success in school.

We successfully created and submitted a district-wide Bully Prevention Plan to the Department of Elementary and Secondary Education to meet the December 31, 2011 deadline, which is now posted on our website. DESE has approved our submittal. Next steps are to work on the implementation of the plan, including annual trainings, professional development, adjustments to curriculum, and review of reporting procedures.

A district-wide reporting form is now available on our web site. We are collaborating with EDCO districts to create an online training program for all faculty and staff. We have updated our Open Circle curriculum to include newly added lessons that directly address bullying. Open Circle is one of the state approved curriculums to satisfy new statutory requirements. A Wellesley Juniors grant will support a two-year professional development opportunity for teachers in all of our elementary

This year began some pilots of tiered instruction and interventions, also more

Becky McFall meets with every new administrator specifically for training on supervision and evaluation. In addition, Becky reviews all evaluation forms written by new administrators before they can be distributed to individual staff. Additional coursework and training is provided when appropriate.

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

The Wellesley Public Schools has participated in various on-campus recruitment events and consortia that include Lesley University, Simmons College, Massachusetts Educators Recruitment Consortium, and the Greater Boston School Human Resources Network Career Fair in March, specifically designed to recruit teachers of color.

- E. Assess induction, mentoring and retention practices for new teachers and administrators.

Sal Petralia, Assistant Superintendent, will be surveying all new teachers for input on our induction practices.

- F. Define a District professional development program and plan to meet the curricular and instructional goals of the District.

Becky Mc Fall, Director of Curriculum and Instruction, provided a presentation to School Committee on this goal on December 21, 2010. Dozens of in-district courses are offered to teachers during the school year. Expectations of core professional development are communicated to faculty during the supervision and evaluation process. Teachers in their first three years in Wellesley are expected to take an EMI course. Understanding Skillful teaching is recommended to teachers who have taught fewer than five years or as needed. In addition, teachers are expected to take technology courses in order to use new technologies effectively.

.2 MS Industrial Technology increase

.3 MS Language increase

.5 MS Guidance increase

.4 HS Language increase

.4 HS Math increase

.4 HS Social Studies increase

.5 HS Science increase

.6 HS English increase

1.00 HS Guidance increase

Reductions to Program

.8 HS Fitness reduction

1 HS Librarian reduction

1 HS Library Teaching Assistant increase

Changes to expenses:

Eliminate library book budget

Resume "Hub & Spoke" transportation for private school

Increase MS and HS activity fees to \$150

Increase MS athletic fee to \$150

Increase HS athletic fee to \$250

Eliminate TEC Collaborative affiliation

The FY12 Cash Capital Budget (1.5%) plus an additional \$200,000 for the preK-12 facilities study, for an aggregate total increase of 2.6 percent, was also approved at

steady, in-migration has increased each of the last five years, and there is a significant amount of available housing stock in the town. This makes it difficult to

coming on line. Supervision of the Data Analyst has been shifted from the Director of Student Services to the Assistant Superintendent since the latter position also