

**Wellesley Public Schools
Wellesley High School - School Improvement Plan
2013-2016**

Strategy 1: Focus on Every Child, in Every Classroom, Every Day

WPS Objectives	WHS School Improvement Strategies/Activities	Person(s) Responsible for Implementation	WHS School Outcomes and Measurements
1a. Close Achievement Gaps	<ul style="list-style-type: none"> • ATM analysis of D & F trends • Faculty PLC work on reducing the numbers of students receiving D's or F's • Employ in-house, after school tutoring for Boston students • Incorporate peer tutoring system • Educate parents of our Boston students on 	<ul style="list-style-type: none"> • Principal, ATM • Principal, ATM, Faculty • Metco Director and Coordinator • National Honor Society advisors • Principal, Assistant Principals, Metco Director 	<ul style="list-style-type: none"> • By the fall of 2013, ATM will have analyzed D & F trends and begin work to improve • By the fall of 2014, there will be a minimum of 10 PLC groups working on initiatives to reduce the number of D's & F's issued at WHS • By the fall of 2014, after school tutoring will be available for all Boston students who are struggling academically • During the 2013-14 school year, the NHS will provide peer tutors to the Science Support Lab. By 2014-15, the NHS Peer tutoring will be available across all subject areas • In 2013, 14, & 15, the administration will

	<p>strategies and supports they can provide or access, to better help our students of color</p> <ul style="list-style-type: none"> • Budget for United Scholars program 	<p>and Coordinator</p> <ul style="list-style-type: none"> • Principal 	<p>conduct informational sessions with our Boston parents, (in Boston) to review “Tools for Being Successful at Wellesley High School”</p> <ul style="list-style-type: none"> • Upon review of data indicating that the program is meeting with continued success, the principal will include funding for the United Scholars program in the annual budget for FY 14, 15, and 16
1b. Expand Support for Differentiated Learning	<ul style="list-style-type: none"> • Provide administrative team (ATM) with opportunities to learn more about differentiated instruction • Provide training of faculty on differentiated instruction 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction, Principal • Principal, ATM 	<ul style="list-style-type: none"> • During the 2013-14 school year, the Principal and Director of Curriculum will develop a training for ATM on the benefits of Differentiated Instruction • In 2013-14, 14-15, & 15-16, the faculty of Wellesley High School will receive training on differentiated instruction and be exposed to refresher courses on differentiated instruction. Some of the training will be incorporated into the RETELL training
1d. Implement House Model at Wellesley High School	<ul style="list-style-type: none"> • Working with assistant principals and Director of guidance, develop a plan for house model, including administrative responsibilities in the new system • Provide faculty with presentation on the house 	<ul style="list-style-type: none"> • Principal, Assistant Principals, Director of Guidance • Principal, Assistant Principals, Director of 	<ul style="list-style-type: none"> • By November of 2013 a proposed House Model for Wellesley High School will be developed and submitted to the superintendent for consideration • During the 2013-14 school year the administration

	system, complete with rationale, and planned rollout	Guidance	will present the feature of the new house model to faculty
1f. Support for Transition years	<ul style="list-style-type: none"> With Guidance Director and ATM, review transition strategies currently in place and assess what other measures can be put in place to ease the transition from 8th grade to 9th 	<ul style="list-style-type: none"> Principal, Director of Guidance, ATM 	<ul style="list-style-type: none"> Over the next three years, review transition activities in place and survey students and parents for effectiveness. On the basis of those results and collaboration with MS leadership, institute new programs that aide in improving the transition from MS to HS

Strategy 2: Invest in Our Educators

WPS Objectives	WHS School Improvement Strategies/Activities	Person(s) Responsible for Implementation	WHS School Outcomes and Measurements
2a. Professional Collaboration	<ul style="list-style-type: none"> All school leaders trained in the implementation of effective PLC's ATM employs problems of professional protocol 3-5 times a year Every teacher responsible for actively participating in 	<ul style="list-style-type: none"> Director of Curriculum and Instruction and Principal Principal Principal, ATM 	<ul style="list-style-type: none"> During the 2013-14 school year, all school leadership will receive training in PLC work during Academic Council During the 2014, 15, & 16 school years, the ATM will spend 3-5 meetings discussing a problem of practice, using a protocol Over the next three years, teachers will formally

	a PLC which seeks to solve a problem of teaching or learning and relies on data to make change		participate in PLC's, with 100% participation of the faculty by the 2015-16 school year
2c. Educator Evaluation System	<ul style="list-style-type: none"> • Introduce New Teacher Evaluation System to department heads and directors and conduct training on "the Wellesley Model" • Conduct training of full faculty on the New Teacher Evaluation System • All faculty well versed in evaluation procedures and second portion of faculty not evaluated in 2013 will be evaluated in 2014 • All faculty and Administrators will be incorporating Baseline Edge fully into their evaluation procedures • Faculty trained in the collection of data and will be analyzing standardized test results and DDM's as key information in evaluation process 	<ul style="list-style-type: none"> • Principal • Principal, Department Heads, Directors • Principal, Department Heads, Directors • Principal, Department Heads, Directors, Faculty • Principal, Department Heads, Directors, Faculty 	<ul style="list-style-type: none"> • By summer of 2013, all department heads and directors will have received full training on the Wellesley Rubric, goal setting, the collection of evidence • By September of 2013, full faculty training by principal will take place, with supplemental trainings from the Department Heads and Directors in department meeting time • By June 2015 100% of faculty will have been evaluated using the New Teacher Evaluation System, adapted for WPS • By June of 2016, all faculty and administrators will have been fully trained and will be well versed in the many features of Baseline Edge • By June of 2016, all faculty will be including analysis of standardized test results and DDM's in their evaluation procedures

Strategy 3: Provide Broad-based Learning Opportunities as part of a World Class Public School System

WPS Objectives	WHS School Improvement Strategies/Activities	Person(s) Responsible for Implementation	WHS School Outcomes and Measurements
3a. Integrate and Align Key Curricular Inputs	<ul style="list-style-type: none"> All departments for which there are standardized state or common core curriculum documents will work toward complete alignment 	<ul style="list-style-type: none"> ATM 	<ul style="list-style-type: none"> Through the WPS curriculum review process and other departmental work, all curricula will be aligned with the Massachusetts State Frameworks and the Common Core by the summer of 2015
3b. Strengthen and Expand District STEM Offerings	<ul style="list-style-type: none"> Through science curriculum review, all courses will be reviewed for relevancy and will be strengthened to include emphasis on STEM and STEM careers Math courses will be reviewed for relevancy and strengthened to include emphasis on STEM and STEM careers Technology and Engineering courses, through curriculum review will be reviewed for relevancy and strengthened to include emphasis on STEM and STEM careers 	<ul style="list-style-type: none"> Director of Curriculum and Instruction, Principal, Department Head for Science and Technology Director of Curriculum and Instruction, Principal, Department Head for Mathematics Director of Curriculum and Instruction, Principal, Department Head for Science and Technology 	<ul style="list-style-type: none"> During the 2013-14 & 15 school years, the science, technology, and engineering department will review and rewrite it's curriculum to include further emphasis on STEM and STEM careers During the 2014 & 15 school years the Math department will review and rewrite it's curriculum to include further emphasis on STEM and STEM careers (see above curric. review plan for science, technology, and engineering)

	<ul style="list-style-type: none"> • The school will explore relationships with neighboring higher education schools around possible STEM initiatives • Students will be further exposed to working professionals in STEM field 	<ul style="list-style-type: none"> • Director of Curriculum and Instruction, Principal, Department Head for Science and Technology, Department Head for Mathematics • Principal, ATM 	<ul style="list-style-type: none"> • During the next three years (14, 15, & 16), the school leadership will work collaboratively to develop STEM centered projects and initiatives with neighboring schools and/or colleges • During the next three years (14, 15, & 16), STEM professionals will be brought to STEM courses to share career experiences and students will be brought to STEM companies, post-secondary schools, etc. in the Boston area for exposure to these fields
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