

Wellesley High School Improvement Plan 2016-2019

This plan will focus our work over the next three years and is aligned with the following District Strategic Goals:

Strategy 1: Focus on Every Child Every Day **Strategy 2:** Investing in our Educators Curriculum **Strategy 3:** World Class Curriculum

Goals addressed in this plan include:

Goal 1: *Because we passionately believe that the social and emotional learning for our students and staff is paramount and equal to academic learning, we are committed to establishing a well-coordinated school and district approach to social emotional learning.*

Goal 2: *Because we passionately believe in the ability of all students to learn, we will develop and refine a tiered system of instructional supports PreK-12 so that all students are appropriately challenged and experience continuous growth.*

Goal 3: *Because we passionately believe that creative expression, authentic and collaborative learning experiences are critical in today's world, we are committed to creating an environment that motivates and engages students, inspires passionate curiosity, nurtures creative problem solving, cultivates critical thinking and encourages innovation.*

Goal 4: *Because we passionately believe that cultural diversity strengthens our community, we are committed to deepening our work around cultural competence for all educators and students through intentional opportunities to discuss race and culture, increased professional development offerings focused on cultural proficiency and a PreK-12 curriculum review that considers where/when our students experience culturally rich and diverse content.*

Focus Area: Social Emotional Learning

Because we passionately believe that the social and emotional learning for our students and staff is paramount and equal to academic learning, we are committed to establishing a well-coordinated school and district approach to social emotional learning.

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Students, teachers, and parents will get an introduction to the Challenge Success Program from the CS team. 2. Teachers will be a part of a Professional Development Day on November 28th where they will hear from psychologist Catherine Steiner-Adair. She will discuss how technology impacts our social and emotional health -- and provide strategies for how to better manage this. 3. The teachers and students will be involved in a presentation on December 15th by former BU Hockey player Travis Roy where he will discuss overcoming challenges in life and focusing on the most important things. 4. In January, all students will be taking the Challenge Success survey to determine the particular stresses they see existing at WHS. 5. Parents will be given the opportunity on January 10th to hear from Challenge Success Co-Founder, Dr. Denise Pope from Stanford's School of Education. Denise will be talking about the well-rounded student. We hope teachers and students 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Broad Based Challenge Success team. District Superintendent's SEL committee. 2. Speaker, WEF, Teachers, Administrators. 3. Outside donor, teachers, Journeys, and administration. 4. PTSO, WEF, Parents. 5. Advisory Committee, Administration, WTA, WHS Faculty Senate, teachers. 6. Journey's staff, teachers. 7. Journey's staff, students, advisors. 8. School Council volunteers, District Data Coordinator, HS 	<p>Year One:</p> <ol style="list-style-type: none"> 1. All teachers will understand the goals of Challenge Success. 2. Teachers will have conversations about what they learned and begin talking about what the implications should be for us in our learning environments. 3. Students will have conversations about Mr. Roy's themes in advisory. 4. We will have data from our students on WHS stress. We will use that data to plan next steps. 5. Parents will better understand the work of Challenge Success and hopefully become

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	<p>will attend this event as well.</p> <p>6. The staff, through faculty senate, will be continuing to provide feedback on our Advisory Program. This reflection is a built in part of continually improving the program to keep it relevant for the students.</p> <p>7. Upper class students through our Journey's program, will be meeting with underclass advisories (9th and 10th grade) on a weekly basis in order to provide built in mentorship as another layer of support for advisory.</p> <p>8. Exploring the unweighting of the high school GPA. This will involve holding a series of focus groups to get feedback from the different stakeholders in the community.</p>	<p>Principal.</p>	<p>engaged in this community work.</p> <p>6. We will continue to revise and improve our MOA with the teacher's association about advisory.</p> <p>7. Our 9th and 10th grade students will have relationships with trained upper class mentors.</p> <p>8. By the year's end we will decide at the School Council level whether this proposal will formally be brought to School Committee.</p>
	<p>Year Two: <i>Action in year two will be dependent upon progress in year one action plan.</i></p> <p>1. The Challenge Success team will be moving forward with their defined agenda from year 1.</p> <p>2. Advisory work will be ongoing with staff development and student experience.</p> <p>3. We may be moving forward with the elimination of GPA weighting at the High School.</p>	<p>Year Two: <i>SIP reflections completed in the spring of 2017.</i></p> <p>1. Superintendent's SEL, Outside donor, Challenge success team.</p> <p>2. WTA, Faculty Senate, Journeys staff, Journeys students, HS administration.</p>	<p>Year Two: <i>Reflections will inform 2017-2018 SIP.</i></p> <p>1. TBD</p> <p>2. TBD</p>

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		<ol style="list-style-type: none"> 3. School Council, School Committee, HS Guidance, MS Guidance, Administration. 4. Tech Director, Tech Staff, Administration and HS staff. 	<ol style="list-style-type: none"> 3. TBD
	<p>Year Three: <i>Action in year three will be dependent upon progress in year two.</i></p> <ol style="list-style-type: none"> 1. Implementation of recommendations from the Challenge Success team and process. 2. Explore other areas of SEL for improvement. 	<p>Year Three: <i>SIP reflections completed in the spring of 2018.</i></p> <ol style="list-style-type: none"> 1. SEL & Challenge Success Team 2. HS Administration, staff and CS team. 	<p>Year Three: <i>Reflections will inform 2018-2019 School Improvement Plan.</i></p> <ol style="list-style-type: none"> 1. Feedback from students, families, and faculty on the implemented changes. 2. TBD

Focus Area: Tiered Instruction

Refine a tiered system of instructional supports so that all students are appropriately challenged an experience continuous growth.

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<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. The High School staff will work to establish a workable District Curriculum Accommodation Plan (DCAP) for this level. 2. The planning of professional development for staff as determined by the team working to implement the HS DCAP. 3. A pilot of a non-spced learning center (LC) model has started to help some students from our D&F list. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. The Administrative team and the Assistant Superintendent for Teaching and Learning. 2. ATM and Asst. Super 3. Volunteer teachers and Administrators 	<p>Year One:</p> <ol style="list-style-type: none"> 1. A draft of the DCAP 2. Scheduling of meaningful PD for staff 3. Reduction of students on the D&F list from those given this intervention.
<p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year Two: <i>Action in year two will be dependent upon progress in year one action plan.</i></p> <ol style="list-style-type: none"> 1. Professional Development around the DCAP implemented. 2. Posting of HS DCAP on the District Website 3. Budgeting for a person to run a non-spced LC at the High School in the future. 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. ATM & Asst. Super 2. Asst. Super 3. Administration 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Teachers become familiar with the DCAP and how to implement it. 2. Families can see normal Accommodations listed on our website for reference. 3. Establishment of this Non-Sped LC position.
	<p>Year Three: <i>Action in year three will be dependent upon progress in year two action plan.</i></p> <ol style="list-style-type: none"> 1. Implementation of the Non-Sped LC to help all students at WHS. 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. New staff and Administration. 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. Students in the “great middle” of WHS will feel increased support around areas of struggle.

Focus Area: Creative Schools

Because we passionately believe that creative expression, authentic and collaborative learning experiences are critical in today's world, we are committed to creating an environment that motivates and engages students, inspires passionate curiosity, nurtures creative problem solving, cultivates critical thinking and encourages innovation.

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<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Continued refinement and development of the Evolutions program in terms of numbers, structure, and staffing. 2. Establishment and expansion of community relationships. 3. Partnering with Olin College professors and students. 4. Determining how to work with schools from across the country who are in contact with us. 5. Planning for the High School's Bring your own Laptop initiative. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Evo staff, administration, Data Coordinator. 2. Evo staff, students, and community partners. 3. Administration, Evo Staff, Olin staff and students. 4. Evo staff and Administration. 5. Tech Director, Tech staff, teachers, administration. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Establishment of a more durable curriculum, structure, and student number. 2. Sustained community partners that creates gains for students and community participants. 3. The establishment of shared resources between Olin and the Evolutions program - especially in terms of ideas. 4. The hope is for Evolutions to become part of a larger international movement in Education around Experiential and Project based learning. 5. Families and staff will know what to expect for the rollout of the BYOL program in the fall of

			2017.
	<p>Year Two: <i>Action in year two will be dependent upon progress in year one action plan.</i></p> <ol style="list-style-type: none"> 1. Version Three of Evolutions would mean a significant advancement in the program in terms of sustainability for staff, benefit for students, and clarity of mission for all. 2. Implementation of the new BYOL at the HS 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Evolutions Staff and Administration. 2. Teachers, Administration, and tech staff 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. TBD 2. Students will all have a laptop to use as a powerful learning tool at the high school and at home.
	<p>Year Three: <i>Action in year three will be dependent upon progress in year two action plan.</i></p> <ol style="list-style-type: none"> 1. TBD 2. We will do some assessment of the success of the BYOL program with students, families, and staff 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. Evolutions staff and Administration 2. Tech Staff and Administration. 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. TBD 2. Results of the assessment will be gathered and inform next steps.

Focus Area: Cultural Competence

Because we passionately believe that cultural diversity strengthens our community, we are committed to deepening our work around cultural competence for all educators and students through intentional opportunities to discuss race and culture, increased professional development offerings focused on cultural proficiency and a PreK-12 curriculum review that considers where/when our students experience culturally rich and diverse content. .

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<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Establishment of <i>One Wellesley</i> student group to work on short, intermediate, and long term goals for racial equity work at WHS. 2. Establishment of <i>One Wellesley</i> faculty group to work on short, intermediate, and long term goals for racial equity work at WHS. 3. Continued work on UMass Boston Consortium effort to diversify our teaching staff. Current work is around crafting an MOA between UMass Boston, and the public school districts of Wellesley, Weston, Wayland, Needham, Norwood, and Natick. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Principal, Faculty advisors, OW students. 2. Principal, Faculty. 3. Principal, Committee, School Committee, and Superintendent. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Group of students pursues ideas and some students are trained. 2. Faculty defines for itself next steps for professional development, curriculum and other ideas. 3. A signed MOA between UMass Boston and the 6 school districts.
	<p>Year Two: <i>Action in year two will be dependent upon progress in year one action plan.</i></p> <ol style="list-style-type: none"> 1. TBD 2. Professional development planning and curriculum alignment planning around cultural equity. 3. Run a <i>Teach Next Year</i> program in the Western Suburbs as part of our consortium. 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Principal, Faculty advisors, OW students. 2. Principal, Faculty, Asst. Super. 3. Principal, Committee, School Committee, and Superintendent. 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. TBD 2. Curriculum documents drafts with horizontal alignment for all students. 3. Actual students in a TNY program here.
	<p>Year Three: <i>Action in year three will be dependent upon progress in year two action plan.</i></p> <ol style="list-style-type: none"> 1. TBD 2. Continue with curricular alignment and cultural equity PD. 3. Graduate candidates from TNY in Consortium schools. 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. Principal, Faculty advisors, OW students. 2. Principal, Faculty, Asst. Super. 3. Principal, Committee, School Committee, and Superintendent. 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. TBD 2. Curriculum documents with some vertical alignment. 3. Interview candidate from TNY consortium.

Focus Area for Review: Athletics

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p>	<p>Year One:</p> <ol style="list-style-type: none"> 1. Present findings of the Athletic Review from 2015- 2016 to school committee. 2. Create the Athletic Advisory Council with the purpose of responding the the findings from the review in the short run and to permanently be in place to advise the Athletic Director in the long run. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Principal, Asst. Super. 2. Athletic Director, Principal, Asst. Super.,and Council members. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. School committee hears findings in public forum and document is also made public. 2. Advisory Council enacts different findings from the review and makes them public at School Committee.
<p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Continuation of the AAC and their work, including a review of the Athletic handbook. 2. Any requested follow up with the School Committee. 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. AAC 2. Principal, AD, AAC. 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Completion of the Athletic Handbook revision posted on website. 2. Progress reported to SC.
	<p>Year Three:</p> <ol style="list-style-type: none"> 1. Ongoing work of the AAC as decided by the council. 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. AAC 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. TBD

Focus Area for Review: New England Association of Schools and Colleges (NEASC) Accreditation

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
Strategy #1: Focus on Every Child Every Day	<p>Year One:</p> <ol style="list-style-type: none"> 1. Preparing for the self-study will happen during the 2016-2017 school year. This will include the development of team chairs, a steering committee, standard chairs, and standard committee members. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Principal and Staff. 	<p>Year One:</p> <ol style="list-style-type: none"> 1. Establishment of all Committees, chairs, and a basic understanding of the self-study process for the following year for all staff.
Strategy #2: Investing in our Educators	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Self-Study process commences. The school faculty breaks up by standard committee and does a thorough review of each standard. (Core Values, Beliefs, and Learning Expectations 2 Curriculum 3 Instruction 4 Assessment of and for Student Learning 5 School Culture and Leadership 6 School Resources for Learning 7 Community Resources for Learning) 2. Preparations will be made for the Spring of 2019 visit with the NEASC team. 3. Budgeting for NEASC visit. 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. High School Faculty and Administration. 2. Team Chairs and Steering Committee 3. Principal and Steering Committee 	<p>Year Two:</p> <ol style="list-style-type: none"> 1. Completion of Self-Study handed in to NEASC. 2. Arrangements for visiting team established. 3. Inclusion of NEASC costs in School Budget for FY 2019.
Strategy #3: Broad-based World Class Curriculum	<p>Year three:</p> <ol style="list-style-type: none"> 1. Host visit with NEASC team. 2. Review accreditation report from NEASC team. 3. Start to respond to accreditation report findings. 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. HS Faculty and Administration. 2. Principal and Steering Committee. 3. Principal 	<p>Year Three:</p> <ol style="list-style-type: none"> 1. Successful visit. 2. Share results with the community. 3. TBD and a written response to NEASC.