

Wellesley Public Schools



To: School Committee
From: Bella T. Wong
Re: System Goals, 2009-2010

End of Year Report

Presented to School Committee June 15, 2010

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

Ongoing Initiatives

- A. Continue to review our use and integration of technology into our instructional programs and support services and to assess its effectiveness, including lessons learned from the middle school laptop initiative.

Technology was one of our highlighted goals for the year and was subsequently the focus of our annual district wide professional day the Monday after Thanksgiving. Will Richardson, whose work on Web 2.0 innovations as they impact the classroom is well known, was the keynote speaker. Following the presentation, teachers and administrators chose from over 60 follow up technology workshops, the majority of them taught by school staff. Topics included data warehouse collection, Google docs, assistive technology and SMARTBoards. The topics offered were influenced by staff request and interest. The staff workshop selection process and feedback following the presentations was processed through Survey Monkey. Feedback received was extremely positive and enthusiastic.

Our in district technology continues to train staff and are gearing up for the summer professional development courses. SMARTboard training courses are bifurcated between elementary versus secondary classrooms. Technology trainings taught by our technology curriculum specialists are being offered over a four-day period in the end of August prior to school opening. The workshops cover FirstClass functions, googledocs and SMARTboard training.

Donation of new technology from PTO's, WEF, and other private sources, has been critical to the district's ability to move forward on the continued integration of current and relevant technology to enhance instruction across grade levels and content area. This year library books were in the budget, which allowed PTO's to concentrate fundraising proceeds toward technology. Impressive gains have been made this past year. As a result, two of our seven elementary schools had the

unanticipated advantage of SMARTboards and Elmos in all academic classrooms this school year. Two more elementary schools will meet this goal for the upcoming year. The remaining three elementary schools are in varying stages toward becoming fully equipped with SMARTBoards, Elmos and mounted projection systems. We are very close to meeting our FY11 goal of at least one SMARTBoard in each 1 – 5 grade level for each of the seven elementary schools. Our goal is for all elementary and secondary classrooms to be thus equipped by FY14. Currently, about one-third of our middle and high school classrooms are thus equipped. As the number of SmartBoards increase, the need for projection systems has intensified in order to maximize feasible use of the SMARTBoards. Recognizing that need, local PTO's have been tremendously supportive.

Throughout the district teachers are either signing up to use portable SMARTBoards or they are using ones located in their classrooms to develop lessons and work with technology specialists to better integrate this technology to facilitate their instruction. Grade level and faculty meeting time has been set aside to share best practices and to access additional training. Time has also been set aside for curricular impact discussions as well as for application to intervention strategies. As the number of SMARTBoards has increased, peer modeling as become a more common practice.

All school bulletins and PTO websites are now online and running. Hard copies are made available only by request. As we transition into more paperless communication, we have received feedback that readership has decreased. However, we do not feel it is an option to revert back to paper communication and will continue to encourage our school community to adjust to electronic communication.

Over the next two years WMS Principal Josh Frank will facilitate ways for the Initiative teachers to share their expertise with staff and serve as mentors for teaching 21st century skills in a 1-to-1 environment. The Laptop Initiative teachers have become masters at embedding technology into the curriculum. Their classes have evolved toward a student-centered learning environment where they provide the learning opportunities that help students develop 21st century skills of clear communication, effective collaboration, research and information fluency, critical thinking, problem solving, innovation, and creativity.

To support the possibility of a 1-to-1 environment, the security system at the high school was upgraded to allow students to safely bring in their own laptops to school. Students may bring laptops to school if they sign the district's computer acceptable use policy and register their computers with the high school technology department. We are in the process of updating systems at the middle school to be able to support a similar possibility. The district's computer acceptable use policy has like-wise been updated to reflect changes in the law regarding cyberbullying and transmittal of pornographic material.

Our Five-year District Technology Plan was submitted in January and was approved by the Department of Elementary and Secondary Education. The Plan is posted on the district website and outlines our long-range goals.

- B. Continue collection and analysis of pertinent data to review and implement practices that support the successful school experience of our Boston students.

We have been specifically tracking and tabulating data pertinent to achievement for our students over a number of years. This data has been collected across grade levels and for all our Black students. Aggregate performance data has not improved significantly over that time. We are in the process of disaggregating the data for the purpose of isolating critical factors we can target to support improved student performance. Based on data collection to date, supplemental academic supports have been implemented specifically in the areas of elementary math, all areas in the middle school, and English, math, and science at the high school.

The elementary math program "*Mad Skills*," for students from all our elementary schools, meets on Wednesdays at 12:30 pm at Schofield School. Bill Craft and Kalise Jacobs are the lead tutors. This program is supported as well by community volunteers. Due to cost considerations it is currently offered only to fourth and fifth graders, but we hope to expand the program to include third graders next year. The day is broken into five rotations: lunch, vocabulary (from MCAS), Fastt Math computer program, one-on-one tutoring, and small group instruction. The students are dismissed at 3:30 when the bus picks them up for the return trip to Boston.

Analysis of the MCAS math results of our special education students from Boston has resulted in assessing the IEP service delivery models. For students who scored in the Warning category, services were assessed to determine if additional math support was needed. Teams reconvened when services needed to be increased. Instructional methods were enhanced to include daily practice in calculation skills to increase accuracy and fluency.

A high school tutoring program takes place once a week staffed by volunteers from the English, math and science departments. Other teachers have offered to be available to students when they need specific help -- and all students are urged to see their classroom teachers when needed or suggested.

A mentoring program has been initiated and implemented across all schools. Orientation for mentoring goals was provided to all administrators. Goals are centered on supporting development of best practices to assure successful student outcomes. Mentors are being surveyed for their feedback on this district-wide initiative.

Late this spring, an end of the year survey for 8th graders and 12th graders was done. The interviews provide us an opportunity to discuss and reflect on best practices as perceived by students. The results of that survey are being collated.

Kalise Jacobs and Becky McFall ran three consecutive sessions with all of the district's department heads to look at mentoring, data and the achievement gap. The Administrative Council met with a consultant to help lay the groundwork for the development of a district action plan to close the gap. Members of the team also attended a talk given by Robert Moses, founder of the Math Project, held at Wellesley College. Math Project is an example at an early project targeted to improving math skills of inner city black students.

We are very excited to be collaborating with Lexington Public Schools to launch a middle school math initiative under the auspices of EDCO this summer. It will be a four-week program targeted toward rising sixth grade students. Our funding

contribution will come entirely out of stimulus funds. Families of participating students must also pay a portion of the cost. Friends of Wellesley METCO is subsidizing a portion of this cost for each of our eight participating students. David Wilkins will be Director for the summer program to be held in Boston. The teachers are coming from Brookline and Lexington.

- C. Continue implementation of recommendations included in the high school NEASC (*New England Association of Schools and Colleges*) Report.

The high school administration and staff continue to work on the recommendations outlined by the NEASC report received in March 2008. Based on the work submitted by Principal Keough on July 1, 2009, we received formal notification that the warning status for the Standard on Curriculum has been removed. We are very pleased to have received this partial change of status over what was a short period of time. Our next submittal is due October 2010.

- D. Continue to assess students' work to check on their attainment of learning goals and develop a shared understanding of standards.

To prepare for this goal, during the summer the high school department heads received training on student work protocols. This work was then introduced to the faculty-at-large. Protocols have been piloted across the departments. Each department has spent multiple sessions looking at student work and discussing learning expectations, the purpose of assessment, how to design high quality assignments, and how to improve instruction to meet student needs. This work will continue in department meetings and study groups with a focus on assessment in the coming year.

- E. Implement and monitor general intervention and special education programs to create an effective continuum of services, Pre-K through grade 12. Assess the need for expanded support and training.

Literacy support interventions and programs have been initiated at **Fiske: Foundations** and *Let's Read*. The impact of whole vs. small group instruction using these programs is being assessed. Wellesley Rotary and a private donor supported the *Let's Read* pilot for Barton Road students, which allows children to bring home four "just right" books. A student earns one book to keep once eight books have been read. Special events centered on reading have been held at Barton Road for children and parents. For example, plans are developing for a movie night featuring *Charlotte's Web*. Children will be provided the book to be read. Members from Rotary will be come to Fiske to read to the students before the movie night. Staff is also planning parent workshops about math and literacy at Barton Road. A homework club meets at Barton Road on Thursday, led by a rotation of volunteer staff members. There are additional homework clubs or skill groups for each grade level, which take place before, after or during school. High school students volunteer under the direction of the ELL teacher once a week at a homework club for ELL students.

Through the use of stimulus funds we will be hiring a new early intervention paraprofessional specialist plus increase our professional math intervention specialist by an additional .4 FTE. This specialist is otherwise funded through Title I and is currently shared between the Fiske and Schofield elementary schools.

Hardy faculty is collaborating to review and assess student work and interventions put in place for struggling learners. Teachers will determine tools for assessing and recording student performance and develop methods for regularly recording student performance after interventions have been in place and for adjusting interventions accordingly. Teacher Support Team will continue to collect and analyze data on students brought to TST to inform Response To Intervention efforts. Faculty meeting time each month is being used to highlight RTI work in the form of student profiles, intervention possibilities, data collection and analysis and planning for next steps.

Hunnewell is focusing on data collection for the purpose of developing RTI strategies.

Bates is reviewing TST processes and the structure for identifying struggling students, inserting appropriate interventions, and assessments for monitoring those interventions.

A critical component to effective implementation of intervention strategies is to have timely and accurate means of ongoing assessment. Through the use of stimulus funds we will pilot the use of AIMS Web across all grade two classes. AIMS Web is a web-based application that allows one to input raw data and be given a quick objective assessment against a standardized database of information.

- F. Monitor implementation of English Language Learner (ELL) programs at the elementary and secondary levels. Assess the need for expanded support and training.

Twenty-eight students receive ELL instruction at Fiske. Professional staffing was increased to 1.5 FTE. The elementary assistant, who taught previously in a bilingual program, provides additional support. Fiske was also fortunate to have a talented ELL intern this past fall. Need for permanent additional support is being assessed. All Fiske and Hardy staff have been trained in ELL. The Hardy program remains stable with a continual flow of students entering and exiting the program. All of our ELL students have demonstrated good progress on state assessments of English language proficiency. Progress reports, announcements, permission slips, etc., are translated into appropriate native languages. Interpreters are present at all conferences. We have used stimulus funds to translate many of our basic documents (handbooks, informed consent forms, etc.) into the commonly requested languages Spanish, Chinese, Korean and Russian.

A new part-time ELL teacher began at the high school this year. She has developed a successful classroom environment to better support the whole child needs of our older ELL students for whom socializing is impeded by diminished English language skills. The current cohort, albeit small in number, comprise 6 students from Central America, Africa and two different Asian countries. The students speak different languages and are from different cultures but have developed a strong affinity for one another as they unite as English language learners. We are challenged by the diversity of need of our ELL population but we have been fortunate to have a highly dedicated and skillful staff to work with our students.

- G. Continue the K-12 English/Language Arts curriculum review.

Over the three-year period of this review we had a new Director of Curriculum of Instruction, a new High School English Department Head, a new Middle School English Department Head, and new elementary principal membership to the committee. Working with these transitions was a challenge to the review committee. Nevertheless, the committee was able to complete a sound review of the ELA curriculum that yielded good recommendations for improvement. The detailed results of the review were presented to School Committee on May 11, 2010 along with a substantive written report.

- H. Implement the recommendations of the K-12 Performing Arts curriculum review.

An Advanced String Ensemble course has been added at the high school to provide students with equal opportunity to progress as is available in other areas of performing arts. The Performing Arts department has worked to revise our written curriculum at all grade levels. This work is in various stages depending on the level and discipline and will continue in the coming year.

- I. * Identify, assess and implement strategies and community resources to address factors that negatively impact the physical and emotional health of students and impede their success in school.

A partnership with the Rotary Club was developed at **Fiske** to help support Barton Road Families. Winter coats and boots were donated to needy families. Staff volunteers to mentor any students who have been identified to be at risk. A Breakfast Club exists for METCO students.

Hunnewell continues work around an initiative to support development of resiliency. All staff members have read *Misreading Masculinity* and *Schools Where Everyone Belongs* to support discussions and development of anti-bullying strategies.

A faculty/parent based Diversity Committee to promote awareness, respect and acceptance of differences within the **Bates** family has been newly established. The committee works to initiate conversations and identify resources to further the concepts of empathy, dignity and fairness amongst our students.

Upham staff read and participated in a book group for *Misreading Masculinity*. The result was to broaden accepted writing topics and genres for both girls and boys.

We have been very fortunate to have PTO and Youth Commission support to allow multiple sessions for Michael Fowlin to address students and parents at the middle and high school on the importance of tolerance. Dr. Fowlin has had a profound impact on many of students and our parents. His presentations helped launch many effective internal discussions regarding tolerance based on the models he demonstrated. At the middle school initiatives for next school year around social groups will be launched. At the high school an initiative to revise the schedule in order to allow for an advisory period to be created is being considered.

Through the funding provided by a generous private donor we were able to launch the Enrichment and Recreation Program at the high school last year and continue into this year. We have sufficient funding to continue through the next school year. It

has provided a range of non-competitive athletic or non-athletic after school opportunities for students not otherwise available. The program was envisioned by Andrew Keough to address the concern that as the high school enrollment increased more students would be precluded from participating in current activities because for safety and otherwise practical reasons, many operate with limited openings. The program was ably coordinated by Theresa Green and has been highly successful.

New Initiatives

- J. Assess the Classical and Modern Languages program, district wide, toward assuring student preparedness for the 21st century.

We are in the process of assessing current program in order to ascertain practical areas of expansion. We successfully launched mandarin in FY10 and will be expanding number of sections and grade levels offered in FY11. We continue to assess the appropriateness of current offerings and the possibility of expanding to include other languages. We are also assessing the possibility of introduction of languages at earlier grade levels.

- K. Develop protocols to monitor student progress and to provide general education interventions consistent with federal RTI (*Response to Intervention*) requirements prior to possible referral for special education. Determine the scope of additional funding, if required.

Bates is reviewing the TST process and structure for identifying struggling students, inserting appropriate intervention and assessments to monitor those interventions. A more formalized intervention approach at kindergarten level relying on the DIBELS data that is universally collected is also being piloted in Kindergarten. Monthly faculty discussions have been organized on the theme of intervention as related to subtopics in math, technology, and behavior.

Data is being collected on initial referrals district wide for special education eligibility. This data includes the source of the referral as well as the findings of the eligibility process. At the end of this school year, the data will be analyzed to examine trends that will include history and assess the effectiveness of RTI initiatives implemented prior to referral.

- L. Implement K-2 *Investigations 2nd* Edition elementary mathematics curriculum, including professional development.

We have now fully implemented the second edition of Investigations elementary mathematics curriculum having done grades K-2 this year and grades 3-5 the prior year. We could have not done this successfully without the strong leadership offered by Becky McFall, the elementary principals and our elementary math curriculum specialists. For the latter we have the Wellesley Education Foundation to thank for the initial three-year funding of the second specialist. We are very excited to be fully implemented and look forward to fine-tuning the units over the next years. A detailed update was presented to School Committee on May 25, 2010.

- M. Define a vision for 21st century skills and develop a plan for implementation.

Preliminary discussions at the administrative level have taken place to define overarching district goals to support student attainment of 21st century skills.

Professional Day keynote speaker Will Richardson provided a snapshot of today's youth and the skills they will need when they graduate. Our K-12 instructional technology specialists are showing teachers which Web 2.0 activities and software will engage today's digital students as they create and innovate, think critically and problem solve, communicate and collaborate, and improve their technological literacy. The instructional technology specialists are also familiarizing teachers with *Open Office* and *Google Apps for Education* as we begin the process of moving toward free and open source software within the district. Our 2009 Professional Day offered the Technology Department the opportunity to model, showcase, and share with the K-12 staff successful teaching methods and curricular changes which exemplify engaging online applications and the types of 21st century skills our students need to know. Feedback from the assessment survey has been used to customize workshops and professional development to meet the specific needs and requests of staff.

Administrators have attended several workshops sponsored by Computer Using Educators (CUE), DESE, TEC, EDCO, and Massachusetts Association of School Superintendents and area colleges to hear speakers on the topic of 21st Century skill development. Information from these various workshops will provide the basis for the development of a district plan for implementation and discussion.

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

The ELA curriculum review provided the vehicle for the English departments and elementary literacy teams to revise and refine the program learning goals and benchmarks. All other high school department heads continue to work with their departments to further document the current goals and expectations for their programs and specific courses.

- O. Monitor and support expansion of district wide intensive special education program into the high school.

Special education staff members from both the middle school and high school have visited numerous intensive special education programs in other school districts and collaboratives. A focus of the observations is to provide a framework for enhancing high quality transition activities for students age 14 and older in accordance with federal and state mandates. Staff members involved in the transition are to be commended for a highly successful planning and launching of the new intensive program at the high school this

Staff have also launched a successful partnership with the ACCEPT collaborative to better support some of our middle school students with intensive needs. The collaboration will facilitate transition for our students as they approach adulthood. We are very excited to have this first-time collaboration with ACCEPT.

II. INSURE THAT FACULTY AND STAFF ARE OF HIGH QUALITY AND ARE ENABLED TO PERFORM AT THE HIGHEST PROFESSIONAL LEVEL.

- A.* Support the superintendent's plan to spend time in schools with principals, teachers, support staff and students.

The Superintendent continues a monthly rotation of school and classroom visitations among the ten schools.

- B. Support principals and other administrators in their supervision and evaluation of professional staff.

The Director of Curriculum and Instruction reviews all teacher evaluations of new administrators and provides specific feedback for clarity and standardization of performance benchmarks. She also meets regularly with new administrators to review supervision protocols. In difficult supervisory situations, support is provided on an on going by the central office team.

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

Central Office administrators participate in recruitment fairs seeking candidates for administrator and teacher vacancies. Other recruiting activities include presentations regarding the hiring process sponsored by colleges/universities for their graduate and undergraduate students. Teacher and administrative hiring has been occurring in earnest.

We are projecting a need to hire 50 professional positions including 7 administrative hires. Five of those searches have been resolved, including Assistant Superintendent, Sprague Elementary Principal, preK-12 Director of Technology, K-12 Director of Fitness of Health, and Interim K-12 Director of Libraries. Still outstanding are appointments for the K-12 District Wide SPED Program Director and Middle School SPED Department Head. We do expect to have all positions in time for next year's school opening but all searches have taken longer than in the past because of smaller pools of qualified candidates and the necessity to re-post and extend current searches.

- D. Assess induction and retention practices for new teachers and administrators.

The second annual New Teacher Survey was sent to new teachers after February vacation. We received an approximate 50% return rate. The data reflected a diverse first year pool reflecting varying years of experience and degrees prior to coming to Wellesley. There were numerous comments regarding the lack of a formal one on one mentor program. Current research suggests that one on one mentor programs are not effective use of resources for the gain one might expect. However, we will reflect on the request for more formalized support in the first year.

- E. Define a district professional development program to meet the curricular and instructional goals of the district.

We have consistently offered opportunities for faculty to participate in core courses such as EMI, Skillful Teacher, and Open Circle training. In addition, in-district courses have been offered to further the use of new technologies. As new technologies have come about we have responded by including professional development training on the use of these new tools or strategies. Dozens of courses have been offered in a variety of disciplines including literacy, anti-bullying, Thinking Maps, math, fitness and health, art. We have also developed a system that allows school districts to barter professional development by opening up courses that are needed by everyone but difficult to fill. In this way we can offer additional courses to our teachers at no cost. Information can be found at <http://interdistrictprofdevel.wikispaces.com/>.

- F. Support the faculty and 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.

Faculty is provided with support and resources to carry out curriculum development projects. These projects serve to improve our programs and practice while also providing faculty with professional development points (PDPs) needed for re-certification. Some of these projects include developing anti-bullying curricula, revising curriculum units or developing new courses. In addition, faculty members are provided the opportunity to attend conferences and workshops on a variety of topics. Many presenters have also been brought in to work with staff. For example, Mahesh Sharma worked with our Middle School special educators and math teachers on strategies for working with struggling students in math.

- G. Support supervision and mentoring of new administrators and facilitate team building for administrative teams in the next year.

Middle school and high school department head teams participated in summer retreats for teambuilding and to plan goals for the year. Academic Council, which includes all supervisory department heads and the elementary curriculum coordinators, meets five times throughout the year. Two of those meetings thus far have focused on our district mentoring initiative one on budget presentations and hiring practices and the other two on the achievement gap for our students of color. Current data was provided on student achievement and placement for students of color including differences for boys and girls. The Director of Curriculum meets regularly with new administrators. The middle school and high school principals meet with all their department chairs at least once a cycle.

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.

Approval of School Department budgets through the annual town processes. Committee has finalized. Budget accounts have been successfully posted for the FY11 and we are ready to start the next budget year on July 1. While the next year's budget involved reduction in current available resources and staffing, programming

for the schools remains at a solid level compared to current year. However, reductions in supports that have occurred in prior and current years must be cumulatively evaluated to best understand the impact on what truly defines level program.

- B.* Support the work of the Permanent Building Committee (PBC) and School Building Committee (SBC) for FY12 completion of a new high school.

In conjunction with preparation of 90% construction documents, high school department heads met with a team from project architects Symmes Maini & McKee to approve the plan for their area of the school. The assistant superintendent joins members of the PBC and SBC at weekly WHS construction site meetings to insure coordination between the new construction and the smooth functioning of the existing building and program. Numerous meetings occurred between school administration and SMMA to assure the updated technology budget accurately reflects the high school project plans for student and staff technology, computer/phone/AV wiring and programming, network and AV equipment, phone system and devices, paging/clock/speaker wiring and devices, and internet services. Coordination for site management continues between school administration and building project representatives and the police department. Project continues to be on schedule and operate within budget. For next school year the school assistant business manager will do the role played by the assistant superintendent.

- C. Support and sustain the integrity of the high school program during construction of the new high school.

All programs except the ropes course are continuing uninterrupted at the high school. Some after school activities that formerly occurred at the high school were relocated to other sites. No student events have been cancelled due to the project.

- D. Complete summer reconfiguration of spaces including five additional classrooms and cafeteria improvements at the high school.

The five additional spaces were completed and are in service.

- E.* Implement short term capital improvement plan, continue to monitor space needs due to enrollment growth and changing educational needs, consider implications for a long-term elementary plan and develop a district-wide Master Plan.

All capital work planned under the debt exclusion to provide capital improvements to the five non-renovated elementary schools has been completed except for the remaining work at Fiske and Hunnewell Schools. The ceiling, window replacement and floor work that remain to be done will be completed this summer. With the completion of that work all major capital asset replacements for the schools will have been completed pending completion of the new high school.

A Master Plan to summarize current status of capital assets and project a long term plan to accommodate adjustments for anticipated enrollment fluctuations and building needs, including an assessment of the older elementary modular classrooms will be completed for this fall.

- F. Consider approaches to address elementary space constraints including possible redistricting.

Based on an analysis of the October 2010 Enrollment Report produced by our Business Administrator, there are no recommendations for redistricting in the 2010-2011 school year. Consideration of spot redistricting was eliminated based on conclusions that such redistricting would not alleviate current inequitable section size distribution across the elementary schools. The analysis will be re-visited in Fall 2010 for the following school year.

- G.* Complete middle school feasibility study to address space constraints. Prepare funding request for renovations and/or additions for possible Special Town Meeting.

A School Building Committee was formed. This committee has reviewed work previously done regarding the middle school, including utilization analyses and architectural reports. The committee has evaluated many of the options against factors of cost and enrollment fluctuations over time. As a result the committee resolved to present to Annual Town Meeting a request for transfer of funds to continue its work with a goal to resolve a solution to address space needs to support the middle school educational program through the projected enrollment increase involving modular classrooms to be placed in front of the school on Donizetti Street. This plan was withdrawn when it became clear neighborhood concerns could lead to a contentious and protracted permitting process that would delay timely implementation.

The Committee has resumed review of all options to create available space necessary to support the educational program through the projected enrollment increases. The Committee is working both with HMFH Architects as well as a Project Manager jointly overseen by the Permanent Building Committee. Two public community forums open to all citizens were held on May 26 to share all options being considered. The Committee will continue to review these options through the summer with the goal of resolving an option for presentation at a 2010 fall special town meeting.

- H.* Work with the Town Director of Facilities and representatives of the Board of Selectmen to continue to review the organizational structure of our maintenance and custodial staffing to improve short and long-term efficiency and service.

The Town Human Resources Board engaged a consultant to review the current structure and status of the department and to make recommendations. As a result, a task force including members and staff from both the School Department and Selectmen was convened to review the current structure and function of the Town-wide Facilities Department. This work is ongoing.

- I.* Prepare a follow up report for clarification and analysis of comparative data outlined in the 2009 special education program evaluation.

The Director of Student Services presented an update to this report last fall. It was determined that the apparent high per pupil tuition cost was due to a mathematical error. In fact this cost is within the parameters of the report comps. Work to assure

consistency in protocols is ongoing. Data is being collected in order to assess why we experience a higher than comp number of referrals. Work toward implementing RTI strategies is ongoing.

- J. Review technology and staffing resources available to support educational programming for students and overall school operations.

Staffing for assistive technology has been increased through stimulus funding. We continue to assess technology infrastructure needs to ensure productivity and cost efficiency. The five year technology plan does project a need for increased staffing as we increase number of students at the secondary level, open the new high school, increase the use of instructional technology and move toward the DESE goal of a 1-1 computer to student ratio. The current .4 FTE allocation for website management continues to be insufficient to provide a level of support appropriate to a district of this size and technical expectations.

- K.* Continue to monitor the status of impact areas unresolved through the middle school renovation project.

PBC has reached a settlement with the contractor regarding the Middle School project. A punch list of what remains necessary to be addressed has been defined. John Moran and the school department have been working to resolve these remaining punch list items to be completed under direction of the PBC.

- L. Explore the need for increased staffing and technology to support data collection and analysis (in light of increasing accountability requirements, recruiting, enrollments, changing student needs) to inform effective decision making and long range educational planning, including facilitating communications, and professional development.

The Assistant Superintendent position has been restructured to include responsibility for data management and assessment. We have earmarked stimulus funds to support the development of this capacity for the benefit of the district. DESE initiatives promulgating increased data management and analysis will drive this development as well as enhance our capabilities to better use this data to inform our practice for improvement. We are currently limited to one full-time professional and a part-time para support for data management. It is likely we will need to enhance this staffing in the future to be able to meet our increased state and federal reporting requirements as well as to be able to analyze the data in order to support practical applications for the benefit of our students.

New Initiatives

- M. Review and update practices and protocols for school to home communications and exchange of information for consistency, effectiveness, and efficiency.

A ListServ was successfully put in place last summer for all principals to use for regular e-mail communication with families or as an electronic media alert in the event of an emergency. Home to school communications are predominantly electronic at this time. However, we continue to address protocols to assure consistency, timeliness and accuracy. The advent of H1N1 tested our

communication processes, particularly around these important factors. On a positive note, we have received very positive feedback on our efforts at that time.

- N. Initiate an annual district report.

The first annual State of Schools is posted on the district website.

- O. Continue to refine a pandemic flu plan protocol in collaboration with town departments.

In conjunction with the Health Department, H1N1 flu clinics were successfully implemented at each of the nine schools, grades K -12. These clinics were all completed prior to the December school vacation. Hand sanitizer was provided to all schools to be placed in classrooms and in high traffic common areas.

We are in the process of creating an electronic database to record information around daily absences to enhance our ability to monitor impact of communicative illnesses on the school community in the future. We reviewed alternative software programs for this purpose. We are pleased to learn the best solution may be to create the database in FirstClass because this will not require us to purchase another program to maintain.

- P. Work in conjunction with the Town Facilities Department and other town boards to effect an aggregate reduction in energy use.

WMS will participate in the Grounded Power initiative to allow closer monitoring and future adjustment of electrical energy consumption at the school. Additional funds are expected in this calendar year from a DOER grant to be used in some school buildings to conduct energy audits for use in increasing efficiency and reducing use. School liaisons are working with the town's newly created Green Ribbon committee to coordinate town wide efforts to promote green initiatives and practices. School liaisons are also working with the Wellesley Green Schools Committee. This latter committee is a parent initiative. We expect to liaison with the newly created Town-wide Sustainable Energy Committee once that is established.

**Joint School Committee/Superintendent Responsibility*

Received by School Committee
June 15, 2010