

Wellesley Public Schools



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 strategies in order to develop a school-wide Middle School plan that will continue to support student progress gained in the elementary schools. This consultancy was also fully supported by a WEF grant. At the same time, a leadership committee is working on re-doing the current schedule to allow for intervention blocks to be built into student schedules. Observation of other school districts that have implemented RTI strategies for the purpose of narrowing student performance gaps demonstrate that it typically takes 5 to 10 years to fully implement. Next year the district will be in year four of its progression.

- 5) Participation in Greater Boston Students of Color Achievement Network (GBSOCAN).

GBSOCAN is an offshoot of the EMI, which is an offshoot of the EDCO Collaborative. Wellesley has been a leader in the organization and an active participant in several GBSOCAN sponsored events this past year: both middle and high school student conferences, middle school summer math programs for rising grade 6 students, and research panel discussions. The District's RTI initiatives are inspired by the influence of speakers from last year's panels on closing the achievement gap.

- 6) Professional development and activism opportunities offered through EMI.

Wellesley runs one of the highest participation rates in EMI courses among comparable school districts. Our teacher participants are often

cited as leaders in the discussion around anti-racist instruction and activists for new models. This past summer, Bates teachers launched a summer partnership reading program for its Boston elementary students, while high school teachers inaugurated United Scholars that worked on academic projects with students. Both groups made presentations to out of district peers through the EMI directed Equity Leadership Team meetings.

B. Continue K-12 Social Studies curriculum review

The Director of Curriculum and Instruction and department heads of the middle and high school social studies departments presented an update at the May 22 meeting. The presenters provided highlights of this year's discussions with respect the goals in instructional practice and accompanying critical guiding questions. There was also comment about how the departments will be incorporating the recently adopted federal Common Core Standards as they related to literacy skills and social studies. There was much discussion about skill development and acquisition overall. The program is currently in year two of a curriculum review that takes place ten years apart. The review team is comprised of members who teach across the grade levels. It is expected that the review will be completed at the end of next year, which is a typical time span for a curriculum review in Wellesley.

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

This year, the Performing Arts Department has focused on implementing the curriculum developed through the review process and refining expectations. In department meetings, there was a focus on assessment and examining student performance. The written curricula has been updated and revised based on the recommendations from our review. We revised the MS and Elementary music and drama classroom curriculum to include more technology and updated the resources. We have added lesson plans for SMARTboards and updated the composition units to include more technology. At the high school level, we added a second class for advanced string players and have updated literature and repertoire to match community needs and interests. Lastly, we wrote the curriculum to match the format being used across the system and implemented more assessment strategies.

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

- 1) The Wellesley Junior Women's Club very generously funded the opportunity for elementary school staff to work with Stan Davis that will extend over a two-year period. Half of the schools are working with him this year and the other half will work with him next year. Mr. Davis is the author of Schools Where Everyone Belongs. Once per month, the faculty Skypes with Mr. Davis as he responds to faculty questions and coaches them on further strategies to try. Our hope is that students will all enter

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

learning. Continue to develop our technology program to support acquisition of essential skills appropriate for participation in a global society.

The use of technology to support instruction continues to be an area of growth for us. Funding from private donations and through the budget process both provide crucial resources to allow us to sustain the quality of our work as we look to improve for the sake of efficiency and efficacy. This year, we are grateful for the use of new SMARTBoards across the District. We are also grateful for the opening of the new high school with state of the art technology in the classrooms and in the specialized spaces such as the auditorium and digital art labs. The addition of several large-scale projection screens will enhance opportunities for communication and bringing together our community.

We continue to have discussions on what may be appropriate vehicles for one-on-one technology initiatives. To that end, we have two initiatives for next year to help us assess a resolution to that discussion. WEF has funded iPads for one of the houses in the Middle School and laptops for a Middle School cluster.

New Initiatives

G. Define a vision for 21st Century Skills and develop a plan for implementation.

Last spring, faculty across the District, plus members of the Central Council, were asked to respond to the following strands that would make up a vision for building capacity for the 21st Century Skills. The purpose of this request was to determine if the strands were the right fit for what this community felt the strands should be and how they were defined:

Information Literacy
Communication and Collaboration
Critical Thinking and Problem Solving
Global Knowledge and Understanding
Innovation and Creativity
Social Responsibility
Wellness (Physical and Mental)

Open response forms were supplied to capture the feedback, and the Superintendent met with each group to facilitate the response. The community was given the opportunity to suggest different strands or to omit ones already stated. Responses were rich in content and affirmed that these strands were appropriate.

When this goal was established the prior summer, it was anticipated that the development of the vision Capacity for the 21st Century would be used to support the FY13 budget process. However, due to transitions in the Central Office staffing, development of the FY13 budget was, out of necessity, more restrictive than potentially expansive. The opportunity for further implementation may be something for the next administration to consider.

H Review self-assessment in preparation for on-site evaluation for the Coordinated Program Review, including special education, civil rights, and English as a Second Language programs, to be performed by the Department of Elementary and Secondary Education in the 2011-12 school year.

The Directors of Student Services, Curriculum and Instruction and Assistant Superintendent committed a flawless preparation for the CPR visit and preparation of documents. This occurred in March in the midst of budget development for FY13 and was a process of some duress. While we anticipate receipt of the final report this fall, we did receive verbal commendations regarding evidence of strong collaboration between regular and special education, the quality of assistive technology support provided, and management of ELL services.

I Identify changes to curriculum and learning goals based on the new Massachusetts frameworks that incorporate the National Common Core Standards. Provide professional development required to implement the new standards.

Department heads in the areas of English and Math have spent time reviewing the new MA State Frameworks that integrate the National Common Core Standards. They have begun discussions with their faculty to identify adjustments that must be made to curriculum in order to align with the frameworks and prepare students for upcoming changes to state assessments. In the area of science and social studies, departments are examining their practices related to non-fiction reading and writing, and refining their work to address identified needs. At the elementary level, curriculum specialists in literacy are developing curriculum units as outlined in the curriculum review document. As they develop these units, they are incorporating the common core standards. Communication of this work to teachers has taken place during grade level meetings throughout the year. The elementary math specialists have provided teachers with supplemental materials to the Investigations curriculum to meet the needs of the common core standards. This year, all grade 4 and 5 teachers attended a one day workshop, provided by our math specialists, designed to prepare them for the shift in instruction pertaining to the concepts of fractions. This work will continue with additional grade levels next year.

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

Wellesley Public School students do not begin language instruction until grade 7. Upon review, we continue to support expansion of language instruction to earlier grades. This is based on research that supports that acquisition of fluency in a second language is significantly enhanced when exposure and instruction begins in the primary grades. Instruction starting in the earlier grades is consistently practiced in our comparable school districts. Although research supports the efficacy of earlier instruction and there is community interest, we have been unable to expand language instruction into grade 6 through the regular budget process for two years in a row.

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 years of language instruction as part of the application process, this expansion of offerings addresses an equity concern for these students.

K. Review of organizational structures for oversight and management of the District's educational programs.

Largely due to the increasing number of state and federal reporting requirements and additional legal mandates for increased service, many of the Central Office positions are becoming increasingly taxed and, therefore, unmanageable. An ELL Director has been added for FY13. This will alleviate some of the burden on the Director of Curriculum and Instruction. However, the workload on the Central Office team remains a concern and should bear further analysis to determine how responsibilities can be re-allocated or streamlined.

For example, oversight of the District's somewhat disparate intensive special education programs for continuity and quality of service delivery remains a significant responsibility for the Director of Student Services, plus the management of grants that exceed \$1,000,000 annually. These areas can both possibly be segregated or more reasonably managed with additional support. As the State requires districts to adopt the new educator evaluation regulations, the District will need to organize its student performance data so it can be incorporated into the evaluation system as mandated. Capacity of the Central Office team needs to be developed to manage the organization of the data collection so that it will be transparent in its methodology and use.

L. Research and assess technology to support data acquisition and analysis to inform instructional practices.

The District currently has limited capacity for this type of analysis. As mentioned in the prior section, it is essential for the District to develop this capacity for the purpose of the new educators regulations that will incorporate student performance as one of the criteria points to evaluate educator performance. Additionally, the capacity to analyze this information supports the District's ability to use data to inform its practice for improvement as illustrated in our work with RTI and the use of the AIMSWeb technology. However, while AIMSWeb is a great example, it has limited applicability beyond what it is used for now, to assess elementary fluency. The District needs to develop more systematic, system-wide assessments that can be accessed not just horizontally, but vertically as students progress through the grade levels. The Central Office team does not currently have the capacity to develop these models. It needs to build within current staffing levels or the staffing level must be expanded.

M. Assure there are ample opportunities for all students to participate in a variety of co-curricular activities and to encourage inclusion of diverse groups.

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, "Race to Nowhere." 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 the use of homework led to rich discourse about the efficacy of all assignments. Admittedly, we learned that most of us issue assignments from year to year without taking the time as often as we should to review the relevance of what we assign to what it is we want students to learn and be able to do. We determined that a discussion on efficacy of homework should be re-visited regularly as part of a good and important practice for self-evaluation and reflection on our practice.

At the elementary level, we have generally concluded across the schools that the guidelines already established in the K-5 handbook remain sound and appropriate. There may be adjustments to the type of assignments being given, but quantity will only be altered to be more in line with the guidelines. At the Middle and High School, homework philosophy and expectation statements were developed. These are attached for your reference.

Surveys were issued to students and families to gauge their broader perceptions about quality and quantity of homework. This feedback was appreciated and helped inform our discussions. In all cases, we received a high rate of return. We believe this is an important topic across the school community that merits a continued appraisal.

II. ENSURE 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.

A regular rotation was maintained through fall and started again in February through the remainder of the year. Spending time in classrooms and meeting with principals and preschool director in their school buildings continues to be a critical part of the superintendent's supervision and monitoring of the delivery of the educational program across the district. It also continues to be

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.

The Assistant Superintendent attended various recruitment events over the course of the academic year. Events included the Lesley University Career Expo, the Massachusetts Educator Recruitment Consortium at Northeastern University, Simmons College Career Expo, and the Greater Boston School Human Resources Consortium in Needham, specifically geared to recruit candidates of color. The District is currently piloting with SchoolSpring and will assess this initiative over the summer.

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

The Assistant Superintendent conducted a survey of new teachers and administrators last fall. Results of the survey will be presented at the Administrative Retreat in July.

- D. Define a professional development program and plan that supports the curricular and instructional goals of the district. 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.

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 planned for and the Town supported the funding for requested mitigations.

- D.* Work with and support the work of the PBC for completion of the Middle School renovation project to add classroom space.

While completion was about a month later than anticipated, the finished spaces are a significant improvement to the building and provide much needed space to accommodate anticipated enrollment changes. For instance, the planned for space allows us to easily expand the Therapeutic Program into the Middle School next school year. All of the spaces are well constructed and beautiful. Occupied renovation can be challenging on timelines and to the building occupants. We are especially thankful to PBC and School Committee member KC Kato for their attentive and careful oversight of the project to mitigate impacts to the environment so teaching and learning could proceed as appropriate.

- E.* Complete a District-wide facilities study to assess school facilities and grounds, excluding that of the high school, for the purpose of determining adequacy of space and configurations to support the educational program. This study will inform the District's future long-term development and maintenance plan for its facilities.

This project was awarded to SMMA, and we have been very pleased with the team led by Lorraine Finnegan. The team has met several times with Facilities Director Joe McDonough and has been hard at work across the schools since January. Judy Belliveau, who joined the Administrative Team in April as the Interim Business Administrator, has had significant experience with school building projects and will join Joe in working collaboratively with SMMA. The study will be completed over the summer.

- F.* Review staffing and resource allocation to enhance management and communication related to District-wide operations.

The Massachusetts School Business Organization (MASBO) was engaged to perform and did commit an assessment of the school business operations during the fall. MASBO provided a series of thoughtful recommendations to increase the efficiency of the school business office based on a review of school budget documents, staff and School Committee interviews. The School Department also received written input from the Audit Committee, as well as the Advisory Committee in this regard. Interim Business Administrator Judy Belliveau has drafted an action plan in response to the aforementioned reports to be presented on June 5 in conjunction with this goals report.

- G. Work with vendor to affect successful transition to a new food service delivery program.

The advent of the new school food service vendor and service delivery throughout the year did not meet anticipated performance outcomes. While Middle and High Schools demonstrated improved feedback from students and staff as the year progressed, satisfaction at the elementary schools remained very low throughout. After a great deal of deliberation, School Committee determined to issue a Request for Proposals (RFP) to consider alternate possible vendors for next school year. Approval of a vendor for next school year will be announced at the June 19 School Committee meeting.

- H. Work in conjunction with Town auditor in its review of school accounts and review subsequent recommendations for implementation.

Please see response to III F.

- I.* Work with the AdHoc Facilities Committee in its review of the organizational structure of our maintenance and custodial staffing to improve short and long-term efficiency and service.

With the support of all Town and School departments and Town boards, a plan to consolidate the management of all Town facilities, excluding the MLP building, was agreed upon and approved at the Annual Town Meeting. The plan will go into effect on July 1. All budgets related to personnel and capital that are affected by the consolidation have been earmarked and ready for transfer on that date. The plan calls for additional staff and Joe McDonough, who will assume the lead director role, has been actively recruiting and hiring to fill the new openings. The School Department is hopeful and looks forward to improved overall building maintenance service under this reorganization of assets and personnel.

- J.* Develop strategies and plans to affect an aggregate Town goal reduction in energy use by 20 percent and implement green initiatives.

As reported by the MLP, several of our schools have decreased energy use by varying degrees. The following green initiatives were also launched:

- 1) The School Department has successfully launched District-wide recycling so that we were able to reduce trash pick up from two times per week to one.
- 2) School families actively support the MLP Power to Choose initiative to boost enrollment. In appreciation for those efforts, the MLP issued each school a check in the amount of \$500.
- 3) Only green cleaning products are being used at all the schools.
- 4) 'Walk to school' and 'litterless lunch days' happened throughout the schools on a frequent and regular basis.
- 5) Supported by WEF grants, three organic sustainable gardens will be established at three of the elementary schools and the Middle School next year.

- 6) Recommendations contained in the MLP Energy Audit for the Middle School have been implemented.
 - 7) The new high school opened with many green features in place: geothermal wells, green roof, reclaimed rain water, dual flush toilets, and architectural features designed to support efficient energy use.
- K. Review technology and staffing resources available to support educational programming for students and overall school operations. Explore the need for increased staffing and technology to support educational programming, 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 staff responsible for developing a proposal for the attainment of this goal remain new to their positions in Wellesley, and there was limited progress in this area for a second year. This goal requires staff to create structures to provide capacity for a function that does not currently exist in Wellesley or in other school districts, which makes this goal especially challenging. The loss of a key data staff person due to an unforeseen illness clearly undermined progress toward this goal this year. However, it remains a critical function to develop to support improvements to teaching and learning, as well as to meet State evaluation reporting and evaluation requirements per the newly adopted education evaluator regulations to which Wellesley must be in compliance by FY14.

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

The District will launch a new automated substitute caller system to be in effect on October 1, 2012, with training starting at the beginning of the school year. The system will provide more efficient substitute placement and also provide timely information on staff attendance and streamline the reporting to the Business Office.

All principals and the preschool director have the capacity to send emergency notifications to their staff and families via email, either from school or from home. Neither the Superintendent nor Superintendent's Office has the capacity to send a notice to families. Only the Superintendent's assistant has capacity to send notice to staff from home. This limitation has proven to be impractical when a notice needs to be sent at a time when school is not in session. It is recommended that this capacity be developed for the future to promote timely communication whenever necessary.

The current District website is cluttered and not user friendly. A plan and funding had been identified for FY12 to upgrade the site. However, due to the extraordinary demands placed on the Director of Technology Rob Ford at the start of the school year as the result of the unanticipated loss of a critical staff member, and then throughout the year, due to the opening of the new

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.

M. Evaluate elementary enrollment for possible redistricting.

The October 1, 2012 enrollment report did not recommend redistricting for 2013 or 2014. However, since the new high school has opened, enrollment should be assessed again for the possibility of redistricting in 2014 or beyond.

N*. Review School Committee policies for appropriate revisions.

The following School Committee policies were reviewed and adopted as revised or as new policies:

- WPS Personnel Vacation Policy Update
- Security Camera System Policy
- CORI Policy Update
- Town-wide Uniform Encroachment Policy
- English Fluency in Teachers Policy
- Head Injury Concussion Management Policy
- WPS Student Health Services Policy, Student Pregnancy Section Update

**Joint School Committee/Superintendent Responsibility*

●Mandated by DESE

Approved by School Committee: August 30, 2011