

Strategy #1: Focus on Every Child, Every Day

1a. Close Achievement Gaps Among Students

1. Focus on areas of largest and most persistent achievement gaps and determine contributing factors.
2. Develop targeted instructional and support responses to close these gaps.

Measures of Success

- Targeted responses represented in each School Improvement Plan.
- Achievement gaps narrow by at least 5 percentage points per subgroup/content area.

1b. Expand Support for Differentiated Learning

1. Incorporate differentiation as district focus in the educator evaluation (2.0) model and PLCs.
2. Literacy specialists and Math coaches use assessment data to provide job-embedded professional development for teachers.
3. Explore pilot programs through Online platforms (i.e., EdX) for advanced learners (secondary) UCONN Renzuli School for elementary gifted
4. Pilot Learning Management System for use for Staff PD and HS implementation with students (year 2?)
5. Expand after-school opportunities and summer students.

Measures of Success

- All WPS schools achieve Level I state accountability status
- Achievement gaps continue to narrow by at least 5 percentage points per subgroup/content area (draft)

1c. Develop District-Wide Assessment Strategy

1. Develop a statement of the District's assessment strategy that defines the need and use of assessments and subsequent data.
2. Create plan for District Determined Measures (DDMs) to submit to DESE in February 2014.
3. Explore better technology solutions that will bring together as many assessments as possible into a single data warehouse with easy access and reporting.

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Measures of Success:

- Complete map of all district assessments:
 - Identify areas of redundancy as well as gaps.
 - Determine which assessments will end, and which will be adopted.
- DDM plan submitted to DESE in February 2014.

1d. Implement House Model at Wellesley High School

1. Hire a third Assistant Principal to help adequately service the growing student population at the high school beginning in SY2014-2015.
2. Plan for appropriate guidance and student support services across each of the three Houses to ensure outreach and access to all students.

Measures of Success:

- More personalized connections with students.
- TBD

1e. Town-wide Pre-K / Full-day K

1. Establish Kindergarten Steering Committee to plan rollout of full-day kindergarten beginning in SY 2014-2015.
2. Identify necessary resources to support this model reflected in FY2015 Budget.

Measures of Success:

- Begin phasing-in full-day Kindergarten model in SY 2014-2015.

1f. Support for Transition Years

1. Survey or arrange meeting for grades 5/6 and 8/9 teachers to discuss ways to improve level transitions.
2. Review data for years of transition. -Maybe transition 6-7 might be a year to review.

Measures of Success:

- Identify specific and strategic areas of improvement
- All 5th and 8th graders participate in transition activities
- TBD measures for successful transitions

Strategy #2: Invest in our Educators

2a. Professional Collaboration

1. Determine a common approach to Professional Learning Communities (PLCs) at each school:
2. Identify common protocols (critical friends group, consultancy model, teacher support teams, etc..)
 - a. Identify a set of district-wide PLC topics
 - i. District defined:
 - Rigorous, standards-based unit design
 - Diverse learners
 - Culturally proficient communications
 - ii. School defined:
 - TBD
 - TBD
 - TBD
 - b. Establish common set of expectations for PLC outcomes.
 - c. Identify and provide training for PLC facilitators.
 - d. Identify sources of funding to train teachers as facilitators (Ex. CFG training costs \$850.00-\$950.00)
3. Better utilize Wednesday schedules at the elementary level to support PLCs.
4. By the end of the year, identify “Core” set of professional learning topics and sequence that will become a requirement for all new staff (RBT, EMI, DI, Open Circle - Grades K-5, etc.)

Measures of Success:

- At least 50 percent of teachers will participate in PLCs.
- Professional Development ratings on end-of-year TELL Survey.

2b. Recruitment, Mentoring, and Induction

1. Recruit and hire more candidates of color for staff openings.
2. Continue to work with the WTA to establish formal mentoring program to be launched in SY 2014-2015.
3. Pilot mentoring model at the Middle School.
4. Continue to work with Teachers21 to provide formal mentoring to new principals.
5. Use TELL survey results to inform needed supports for new staff.

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6. Establish a “core” professional learning program for all new and non-PTS staff (RBT, EMI, DI, Open Circle for K-5, etc.)
7. Collect additional data on staff turnover (exit interviews, trend data.)

Measures of Success:

- Increase new teacher diversity by 20 percent
- Formal mentoring model finalized for new teachers

2c. Educator Evaluation System

1. Implement pilot version 2.0 of WPS evaluation system
 - a. Finalize the modified teacher rubric that combines Kim Marshall and DESE rubrics.
 - b. Determine (5) district-wide elements that will be the focus of all evaluations. Another (3) rubric elements will be determined between administrators and teachers.
 - c. Finalize goal setting protocols and classroom observation process.
 - d. Select Online platform to manage evaluation process.
2. Formalize version 2.0 in MOA with the WTA and submit model to DESE for approval.
3. Provide professional development and training to evaluators and teachers.
4. Design Team will develop a review process to assess the 2.0 pilot to inform the model in the following year.

Measures of Success:

- Eleven hours of training for evaluators / four hours of training for teachers.
- 50 percent of educators will be evaluated using this system.
- Favorable ratings from educators on end-of-year surveys.
- Clear learnings to inform pilot year 3.0.
- Improved inter-rater reliability among district evaluators.

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2d. Compensation for Staff

1. Partner with the WTA to explore new forms of compensation responsive to staff/district needs and town resources.
2. Maintain competitive salaries among comparable districts.

Measures of Success:

- Complete multi-year contract negotiations with WTA.
- Salary levels fall within top half of comparable districts.

Strategy 3: Provide broad-based learning opportunities as part of a world class public school system

3a. Integrate key curricular inputs

1. Re-organize Curriculum leaders in the district as a Team to better coordinate, manage, and assess teaching and learning.
2. Common Core implementation of new ELA & Math alignments.
3. Update curriculum review process to include 21st century skills, interdisciplinary opportunities, Common Core standards, and “best of Wellesley” traditions.
4. District curriculum leaders (Coordinators, Department Heads, and K-12 Directors) design and administer District Scan of classroom practices & collect student work. (Maybe move to year 2 or 3 & pair with Rounds?)
5. Pilot use of new Social Studies resources and materials.
6. Develop & pilot new curriculum review process through Science Review.
 - improves student learning
 - builds in broad array of inputs (as seen in bullet points at left)
 - strategically deploys district resources (time, money, staff)
 - explores structure that supports on-going curricular review
 - has broad buy-in, implementation, and clear plan
 - curriculum documents & materials that are universally shared and implemented
7. Explore 1:1 Pilot at HS level

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Measures of Success:

- District scan of classroom practice sets baseline for implementation with fidelity. District scan process to be developed with Curriculum Team (Coordinators, Department Heads, and K-12 Directors).
- Re-organized Office of Curriculum and Instruction, including staffing, leadership, and operations.
- Articulated curriculum review process.
- Identified “best in class” SS materials for purchase.

3b. Strengthen & expand district STEM offerings

1. Expand Science program to include Math/STEM for middle school METCO & high needs Wellesley resident students moves to next stage: provide school-year opportunities for science enrichment.
2. Collaborate with math & engineering & computer science department to identify STEM leadership team (comprised of ES, MS, HS math and science Coordinators and Department Heads as well as an ES, MS, and HS strand of “STEM Champions”) to identify STEM learning opportunities & embed in curriculum maps.
3. Partner with Babson & Olin & Wellesley College students to mentor METCO cohort in STEM.
4. Identify opportunities for partnerships in STEM through science curriculum review and STEM leadership team.

Measures of Success:

- Implement Summer STEM program with 10% increased student enrollment.
- Identify 1 partnership opportunity with each Wellesley institution of higher education that will advance student learning.

3c. Develop & Implement a K-12 World Language & Culture program

1. Define scope of a K-12 World Language & Culture program.
2. Identify Elementary World Language Steering Committee.
3. Develop 5-year Implementation Plan.
 - a. Year 1 (SY 2013-14): Explore feasibility, articulate student outcomes, and develop strategy and implementation plan
 - b. Year 2 (SY 2014-15): Develop curriculum through pilot (K-1) at one school.
 - c. Year 3 (SY 2015-16): Implement K-1 World Language in all Elementary Schools & pilot grades 2-3 at “leader school”
 - d. Year 4 (SY 2016-17): Continue K-1 and implement 2-3 World Language in all Elementary Schools & pilot grades 4-5 at “leader school”

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- e. Year 5 (SY 2017-18): Continue K-3 and implement 4-5 in all Elementary Schools.
4. Visit Elementary World Language programs.
5. Develop 5-year budget projections.

Measures of Success:

- Begin implementing phased in approach.

Strategy 4: Align Resources with Educational Needs

4a. Establish Facilities Master Plan

1. Establish School Facilities Committee to review enrollment forecasts, building conditions reports, and program needs.
2. Make recommendations of first phase projects to be completed.
3. Assess efficacy of redistricting and reconfiguration options to create class size relief and equity within and between schools.

Measures of Success:

- School Committee, Board of Selectmen, and Permanent Building Committee approval of proposed projects.
- Approval of design/exploratory funds at Town Meeting.