

Section 1: Summarize your district's plan

Wellesley (0317) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

Wellesley Public Schools's mission is to provide a high-quality and equitable education supporting each student's academic, social, and emotional development. WPS prepares its students to be college, career, and life ready, and empowers them to contribute locally and globally. As part of our mission to provide an equitable education, WPS has

identified the following student groups to target for accelerated improvement: African American/Black students, students with disabilities (SWD), English learners, Hispanic/Latino students, multi-racial non-Hispanic/Latino students, and low-income students.

To align with the newly adopted 5-Year WPS Strategic Plan, which had considerable stakeholder engagement and input, WPS is selecting the following EBPs: 1.1A Integrated Services for Student Wellbeing, 1.2A Effective Student Support System, 1.3B Students and Families as Valued Partners. WPS has been invested in, and will continue to invest in implementing strong systems, including MTSS to support adult and student learning, social emotional wellbeing, and a greater sense of community and belonging. Student voice has been an increasing component of school and district decision-making, as has authentically engaging with families and caregivers to partner in support of students.

To ensure ongoing assessment and measurement of WPS EBP indicators, the District plans to utilize student and staff governance to provide input, decision making and feedback; continue annual surveys of students, staff and families to assess growth and identify areas for continuous improvement; and utilize evidence-based academic measures to assess proficiency and growth of all students, and especially students in targeted subgroups.

WPS will invest in the following: \$375,000 in integrated services for student wellbeing, \$375,000 to enhance an effective student support system, and \$20,000 to support students and families as valued partners. The total investment in evidence-based strategies over the next three years will total \$770,000.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

*** In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?**

Wellesley's 4,101 students are 4% African American, 17.8% Asian, 7.3% Hispanic, 63.3% White, and 7.6% Multi-Race, Non-Hispanic. 27.1% of students are identified as high needs, with 17.2% of all students identified as students with disabilities, and 8.3% of students identified as low-income students.

When analyzing our 2023 accountability data, chronic absenteeism was a notable area for improvement, especially with our lowest-performing students in the non-high school grades, and all students in the high school grades. When taking a deeper look at chronic absenteeism: African American, English Learners, Hispanic, Low-income students and students with disabilities are chronically absent at rates higher than their Asian and white peers. Chronic absenteeism impacts students' academic performance, as evidenced by the lower percentage of African American, Hispanic, Low-income students and students with disabilities meeting and exceeding on MCAS.

Our analysis of some of the underlying causes of the disparities surfaced when examining our VOCAL data. There are disparities in the sense of belonging, engagement, and safety on a number of questions for the aforementioned targeted groups of students as well as Asian students. There is a racial mismatch between our educators and our students, which the district has focused on through the Teacher Diversification PLC grant, and continued focus on culturally and linguistically sustaining practices.

Integrated services for student well-being (EBP 1.1A)

- WPS has identified intersectionality among chronic absenteeism data (accountability reporting), behavior (student discipline data report), and academic outcomes for students (MCAS performance, graduates attending institutions of higher education report, advanced course completion report) which emphasizes the need to address academic and social emotional needs systemically and systematically for every student.

Effective student support system (EBP 1.2A)

- Disparities in academic performance among targeted student groups are apparent according to MCAS data as early as third grade, which emphasizes the need to focus on multi-tiered systems of support and systematic progress monitoring for students at all levels.

Students and families as valued partners (EBP 1.3B)

- There are disparate responses among the targeted student groups in their perception of school culture and climate according to the VOCAL data, in addition to the racial/ethnic makeup of our staff not matching that of our students. Therefore, the district needs to foster greater and more strategic partnerships, as well as culturally and linguistically sustaining relationships and practices with students and families/caregivers.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

WPS must focus on a clearly articulated, core academic curriculum and tier one instruction that is universally-designed, differentiated, and culturally and linguistically sustaining, in order to meet the needs of all students. The district must also focus on establishing a social-emotional framework that provides pro-social curriculum and instruction, as well as strategic and intensive support. WPS will continue to utilize a balanced assessment system and strengthen universal screening and progress monitoring measures. Data is analyzed by the district 3x/year, cyclically by elementary data teams, and weekly by teacher collaborative teams, in order to triangulate measures and inform instruction for all students, but especially student targeted groups.

When examining our 2023 VOCAL data, both the low-income and Hispanic/Latino student groups rate the school climate overall below their peers, and lower in all three dimensions (engagement, safety, and environment). In addition, African American/Black students responses were lower in the dimension of school safety.

Our focus is summarized by the first goal in our 5-year district strategic plan, meet learning needs of every student with authentic and relevant learning. WPS has long-standing opportunity gaps for the targeted student groups in math, specifically non-high school students' 2023 Math MCAS average scaled scores are as follows: all students - 514, low income students - 494, students with disabilities - 493, African American/Black students - 494, and Hispanic/Latino students - 503. WPS also has long-standing achievement and opportunity gaps for the targeted student groups in

math: non-high school students' 2023 Math MCAS average scaled scores are as follows: all students - 514, low income students - 495, students with disabilities - 489, African American/Black students - 497, and Hispanic/Latino students - 504. These disparities also show up in our accountability data, school climate and culture data, postsecondary outcomes, and access to higher-level courses.

The three main areas to meet the learning needs of every student in terms of the SOA plan are:

- Integrated services for student well-being: Our data analysis indicates the need to promote students' behavioral and mental health and wellness. The district's chronic absenteeism data intersects with the targeted student groups' academic and opportunity outcomes. To bolster targeted student groups' attendance and academic outcomes, the district is committed to improving the school climate and culture, as well as social and emotional competency for staff, students, and families/caregivers. From our WPS 5-Year Strategic Plan, we will focus on cultivating culturally and linguistically sustaining teaching and learning practices in order to support students of color and improve identified issues of engagement, belonging, and safety within their schools.
- Effective student support system: In order to measure the district's progress toward equitable student outcomes, effective supports and strategic progress monitoring must be in place systemically and systematically across the district. A goal of the WPS 5-Year Strategic Plan is to identify PK-12 essential standards in order to improve instructional coherence and eliminate the variability that can lead to opportunity gaps for targeted student groups. Currently, there is an underrepresentation of African American/Black, Hispanic/Latino, low income, and students with disabilities in upper level courses. This intersects with another district goal to expand enrollment to higher level coursework, including access to honors and AP-level courses, concurrent course enrollment to ensure student success, with the ultimate goal of postsecondary matriculation and graduation outcomes being more uniform across targeted student groups and their peers. Focusing on the reduction and elimination of these disparities is the goal of schoolwide data teams, who meet at least 3 times a year to track and monitor student academic and social emotional progress. WPS has provided data dashboards to be used by these teams. Wellesley High School, as evidenced by 2023 accountability measures, has the largest need for improvement in its chronic absenteeism rate. Establishing a schoolwide attendance team with focus on targeted student groups

is already underway. Wellesley High School is leveraging existing systems to create a workflow to communicate with caregivers regarding attendance concerns.

- Students and families as valued partners: A number of items on the district's VOCAL data indicate that students do not feel that their input is always taken into account or valued. As a result, the district has been working on increasing student voice through the DEI Student Advisory Councils at the middle school and high school and through student representation on various hiring and district committees, but acknowledges there is need for increased student voice in leadership and learning. The district is fortunate to have many involved families/caregivers, but expanding family/caregiver partnership with our targeted student groups is an area of priority growth for WPS.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

Students with disabilities, Low-income, African American/Black (+1 other)

Clear

Search...

[Select All](#) / [Deselect All](#)

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*

* Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

* **Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

WPS utilizes in-person, as well as online modalities to increase parent/caregiver engagement. The District also uses surveying to seek anonymous feedback on family engagement, school fit, school safety, and barriers to engagement in order to set direction/goals and promote continuous improvement. WPS involves parents of students in cohorts in

decision-making leadership roles. Parent/caregiver input and feedback are cyclical and ongoing to help sustain conversation and direction, and inform policy, budget, educational programming, and community relationships.

- Regularly engage: School Site Councils, PTO leadership and parent/caregiver meetings, Central Council (all PTO leaders of the district meet with the Superintendent monthly), principal coffees/evening meetings, Wellesley Education Foundation, Friends of Wellesley METCO
- Principal messages
- PK-6 parent-teacher conferences
- Back to school nights
- Classroom events
- English Learner (EL) Parent Class
- EL Newcomer Support
- TalkingPoints - two-way messaging translated into 150 languages
- Preschool Taskforce
- Academic Calendar Committee
- Panorama Surveys - student survey 6-12, family survey PK-12
- World Language Family & Caregiver Webinars
- High School Engagement
 - College and Financial Aid Events for students, and parents/caregivers/families

- Course Selection Events for students, and parents/caregivers/families
- CGN (College Guidance Network) available to grades 10-12 students and families
- Superintendent's messages: School Committee meetings, emails to WPS families, social media
- WHS Guidance Advisory Group (parents/caregivers)
- Redistricting meetings for families in-person and online (EL, METCO, SWD - home schools)
- Public Budget Hearings
- School Committee Policy Subcommittees
- SEPAC
- 1 METCO Parent Representatives on SC (shared position by 2 family members)
- METCO Parent Council
- Student Involvement
 - DEI Student Advisory Council - middle school students in grades 6-8, and high school students in grades 9-12
 - Student representatives to school committee
- Community-focused partnerships
 - World of Wellesley partnership
 - Interfaith Community partnership

The outlined parent/caregiver engagement opportunities above are meant to be inclusive of families/caregivers of our targeted student groups. The district hosts events both in-person and on Zoom to accommodate parent/caregiver schedules and increase accessibility to meetings and important information.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?** *A brief narrative and/or a bulleted list are acceptable.*

- Development, launch, and growth of English Learning Parent Advisory Council (ELPAC)
- Diversification and growth of parent/caregiver leadership in school governance structures (School Council, PTO Presidency and Board membership, Special Education Parent Advisory Council (SEPAC), ELPAC, as examples)
- Increase family educational engagement opportunities, geographically expand and diversify meeting times and locations, and measurably increase of participation of students and families in targeted groups
- Increase proactive individualized parent/caregiver communication (in addition to parent/family conferences)
- Increase family participation in Panorama Survey
- Utilize data from report card views to create action steps for increased communication with families/caregivers about students' academic progress

To measure our increased family engagement with parents/caregivers of students in targeted groups, we will be measuring, where we are able, the demographics of attendees. We will also be conducting targeted outreach to those parents/caregivers to increase and encourage more two-way communication.

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?** *A brief narrative and/or a*

bulleted list are acceptable.

- Strategic Planning Committee, Focus Groups, and Community Survey were leveraged to develop a 5-Year Strategic Plan. WPS is currently in year 1 of the 5 year plan. The Strategic Plan was developed with this input and feedback. The Strategic Plan is posted on the District's website.
- The SOA 3-Year Plan is directly linked to our 5-Year Strategic Plan, with a specific focus on increasing academic achievement and social-emotional belongingness for all students, and especially for targeted groups using data and measurable outcomes.
- District goals are developed annually to make the 5-Year Strategic Plan and 3-Year SOA actionable, and these goals are reported beginning of the year, mid-year and end of year to the School Committee in a School Committee meeting. The goals and outcomes are also published on the District website.
- MCAS results are presented annually to the School Committee.
- The District will engage stakeholders and seek their perspectives and feedback (e.g. METCO, SWD, ELPAC, SEPAC, school-based family meetings).

**** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.***

**** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.***

*** Date of school committee vote:**

03/19/2024



Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

EBP 1.1A Integrated Services for Student Wellbeing

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

- Panorama Surveys (specifically surveying families of our targeted groups)
- Attendance Working Group, revised policies and procedures to improve chronic absenteeism and improve attendance particularly for students in targeted groups
- Relationship mapping professional learning
- Culturally and linguistically sustaining professional learning
- Behavior Intervention Monitoring Assessment System (BIMAS-2) Universal Screener
- MetroWest Adolescent Health Survey (MWAHS)
- Voices of Climate and Learning (VOCAL) Survey Project

- Second Step Curriculum PK-8
- Second Step Bullying Prevention Units K-5
- Responsive Classroom PK-5
- Advisory Curriculum 6-12
- WHS Student Support Center
- Suffolk Restorative Training
- School Wellness Advisory Committee (SWAC)

Student well-being is highly correlated with strong academic performance, therefore the District is centrally focused on ensuring that all students feel safe, included and that they belong. To that end, the district is investing in core, tier one skills-based social-emotional learning curriculum, as well as related SEL professional development. The district is also taking specific steps to invest in SEL and DEI curriculum, instruction, supports and professional development, as well as improve policies and procedures that promote equity and access for historically marginalized students. Learning experiences and outcomes for targeted groups will be monitored through academic assessments, student surveys and social-emotional measures and immediate goal-setting and supports will be provided in response to outcomes.

In the 18-19 school year, WPS was identified for significant disproportionality in special educations because African American/Black students were more likely than their peers to be identified with an emotional disability than their peers. WPS has made significant strides in reducing these outcomes, and although the district has no longer been identified with significant disproportionality, we work to continue eliminating disproportionate special education identification.

Based on our school climate data, which includes VOCAL, Panorama, and the Metrowest Adolescent Health Survey, our targeted student groups report feeling less connected to school than their white peers, and this EBP will support

the district's commitment to eliminating those disparities.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Funding includes: Panorama survey cost, relationship mapping professional learning, culturally and linguistically sustaining professional development, adoption of the BIMAS-2, Second Step PK-8, Second Step Bullying Prevention Units K-5, Responsive Classroom PK-5, Advisory curriculum 6-12, WHS Student Support Center, Suffolk Restorative Training, SWAC

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers (+2 others)

Clear

Search...

[Select All](#) / [Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Local Metrics

- Change in select indicators from local student surveys that measure school culture/climate and student mental health and wellbeing
- Increase in implementation of Tier 1 SEL curriculum
- Change in select indicators on local family surveys
- Increase in participation rates for SEPAC/ELPAC and/or other stakeholder groups

DESE Provided Metrics

- Increase in student perception of school culture and climate as measured by VOCAL data
- Decrease in discipline rates
- Decrease in out of school suspension and expulsion rates
- Decrease in chronic absenteeism rates

- Decrease in dropout rates

EBP 1.1B Enhanced Support for SEL and Mental Health

EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development

EBP 1.2A Effective Student Support System

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

- Continued MTSS Professional Learning - coaching, consultation and coursework
- Collaborative Teams - employ an instructional cycle, Looking at Student Work (LASW), goal-setting, common assessment, determining next instructional steps, monitoring student learning
- Data Teams - school-wide efforts to ensure targeted groups are achieving and growing to benchmark and above, and students performing at benchmark are provided extensions in core instruction

The district has been focused on developing a clearly articulated and comprehensive Multi-Tiered System of Supports (MTSS) that encompasses academic and social-emotional core curriculum, strategic instruction and supports, and intensive instruction and supports. This framework has focused teaching and learning on universally designed curriculum, differentiated instruction, and culturally and linguistically sustaining practices that support all students. It has also supported the district in clarifying the balanced assessment system and ensuring that universal screeners, progress monitoring and common assessment practices are in place. This framework requires the district to build and enact data processes that allow data to be accessible and analyzed, particularly for targeted groups to ensure strong academic achievement and growth. This districtwide effort will enable educators to set strategic, data-informed goals and strategize instruction in order to continuously improve, support and extend instruction.

The district received the Teacher Diversification Grant for the 2023-24 school year in recognition of our staff not being representative of our students. While the focus was on supporting existing staff of color with their educational goals, there is also a portion being spent on culturally responsive learning and leading.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Funding includes: Continued MTSS professional learning - coaching, consultation, and coursework; culturally responsive instruction; UDL, evidence-based instruction; differentiated instruction; multilingual instruction; DCAP; student support teams; data literacy, data analysis. data teams, team protocols; balanced assessment system, SEL learning framework; 9th Grade Academy; Scholars classes 6-12.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers (+2 others)

Clear

Search...

[Select All](#) / [Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Local Metrics

- Benchmark assessment and performance
- Change in select indicators from local student surveys that measure school culture/climate

- Change in social and emotional competency rates as measured by Social and Emotional Learning Indicator System (SELIS) Survey or local data

DESE Provided Metrics

- Increase in student perception of school culture and climate as measured by VOCAL data
- Decrease in chronic absenteeism rates to eliminate chronic absenteeism designation

EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

- Improving the WPS website

- Streamlining the family communication, improving accessibility and engagement
- Leveraging technology resources to reach more families
- Engaging the community for future use of Upham School
- Visioning Task Force for the Future of Preschool
- School Start Times Committee
- Department, Team and Classroom Communication and Engagement
- Student representatives to School Committee
- METCO representatives to School Committee
- Wellesley Parent Council
- Family/caregiver engagement for transition from grades 8 to 9
- Grades 4 & 5 student council
- High school student council
- Middle school and high schools DEI Student Advisory Councils

Student voice is being increasingly recognized as a driver of academic outcomes. The racial and ethnic diversity of the students we serve outpaces the racial and ethnic diversity of the faculty and staff, and as a result student and family/caregiver voice and partnership must be critical components of our ability to be culturally sustaining. Parental/caregiver involvement is another component of student success. Therefore, schools will seek to leverage the knowledge, skills, and experiences of parents/caregivers before considering and implementing change.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

Funding which has not yet been fully forecasted yet includes: improving the WPS website; streamlining family communication, improving accessibility and engagement; leveraging technology resources to reach more families/caregivers; community engagement for future use of the Upham School site; Visioning Task Force for the Future of Preschool; School Start Times Committee; department, team, and classroom communication and engagement; student representatives to School Committee; METCO representatives to School Committee; Wellesley Parent Council; family/caregiver engagement for transition from grades 8 to 9; grades 4 & 5 student council; high school student council; and the WMS and WHS DEI Student Advisory Councils.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Classroom & Specialist Teachers (+2 others)

Clear

Search...

[Select All](#) / [Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

- Local Metrics
 - Change in select indicators on local family surveys
 - Increase in participation rates for SEPAC/ELPAC and/or other stakeholder groups
- DESE Provided Metrics
 - Increase in student perception of school culture and climate as measured by VOCAL data

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

EBP 2.1C Comprehensive Approach to Early Literacy+

EBP 2.1D Early Literacy Screening and Support+

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

EBP 2.2A Effective Use of WIDA Framework

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

EBP 2.2D Targeted Academic Support and Acceleration+

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

EBP 2.3A Authentic Postsecondary Planning

EBP 2.3B High-Quality Pathways and Programs+

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners




EBP 2.4A Expanded Access to Pre-Kindergarten+

EBP 2.4B Extended Learning Time




EBP 2.4C Effective Programming for Multilingual Learners

EBP 2.4D Diverse Enrichment Opportunities




FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

-  EBP 3.1A Intentional Hiring Systems
-  EBP 3.1B Enhanced Pathways to Increase Diversity⁺
-  EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

-  EBP 3.2A Inclusive School Communities
-  EBP 3.2B Retention Support Programs
-  EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

-  EBP 3.3A Resource Allocation Aligned to Student Success
-  EBP 3.3B Support for Effective Team Practices
-  EBP 3.3C Collaborative Labor-Management Partnerships