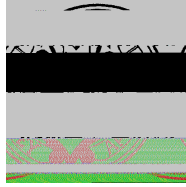


To: School Committee
From: Bella T. Wong
Re: System Goals, 2009-2010



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 Bel cmQ q 0.06 0 0 0.048

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

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-

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

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.

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-

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 a

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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 64 cm Blm BTE

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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 o1 cs 0 0 0 sc06 0 ET Q q 0.06 0 0o abs2 (i)enhan507.36sAr 1 Tt