Wayland Public Schools
FY16 System-Wide Goal ACE Progress Report: Exploration

System-Wide Goal: To launch an exploration of potential enhancements to the school department's offerings as identified and prioritized by the School Committee, Administration, and the School Committee Summit.

World Language Exploration: Explore the potential and the challenges associated with the implementation of a world languages program in Grades K-6.

A Accomplishments	C Challenges	E Exemplar
- Formed a representative task force committee from across the grade levels comprised of parents, staff members, and administrators. - Created three subcommittees to study: - models, - funding, and - interest in adopting a K-6 world languages program. - Contacted and researched many existing programs in districts across the state to understand their process for addressing the focus of our subcommittees. - Developed a report that examines the three types of programs currently used by other districts: FLEX, FLES, and Immersion. - Created a survey to send to families of students in grades K-5. 412 people responded with the following results: 70% support increasing the school budget to implement a K-6 world languages program. - Spanish was the preferred language of study, followed by Mandarin and French.	- FLEX Model Insufficient time on learning to significantly increase language proficiency. - FLES Model - Finding the time to incorporate world language instruction into the school day given competing demands. - Resources and support for a longer school day have not been established. - Immersion Model - Finding certified candidates who can teach both the world language and the content areas at high levels. - Developing an equitable process for selecting students for limited immersion slots. - Transporting students to the school where immersion is taught. - Ensuring a long-term budget which will support adding a section each year.	Positive support from Parent Survey comments (414 respondents): "We live in a multicultural world. Giving our sons the second language opportunity is a must." "Language is an invaluable lesson and should be available to children at the elementary level." "Without question, it makes sense to start language instruction earlier. It's impossible to defend the old model of starting in junior high/middle school, so this change makes sense for the long term. If necessary, we can start with one language (say, Spanish or Mandarin) and add more later if the demand is there." "I think that it is vital that Wayland offer early language learning - especially Spanish - given the current educational and world environment. I feel it would be a large negative to the school system to bypass this opportunity to introduce our children to the innumerable benefits of multilingualism!!!"

○ 89% support world language study during the school day. ○ 67% support a lengthened school day to achieve implementation of a K-6 world languages program. ○ 43% support a one section language immersion classroom at each grade level K-6. ● Created a PowerPoint for a School Committee presentation describing the task force's process and findings.		

Early Childhood Exploration: Explore enhancements to early childhood education in Wayland, including 1) enhancing the support for pre-school aged children and their families, including in the coordination and transitions between levels and 2) delineating best practices within the kindergarten curricula given the common core requirements and students' developmental needs.

A Accomplishments	C Challenges	E Exemplar
● An exploratory committee was formed to investigate the value and cost of providing early childhood guidance support, parenting resources, and/or clinical services to the Wayland preschool community, including school programs and families. Members were representative of the early childhood community, including public and private preschool administrators and teachers, elementary school administrators, parents, WSCP, Wayland Youth and Family Services, Community Partnerships for Children, and the Wayland School Committee. ● Identified the need for guidance support, parenting resources, and/or clinical services based on concerns that emerged from the 2015 Wayland Fall Summit, in addition to feedback from members of the committee. ● Gathered current research regarding brain development in young children, particularly focusing on the critical protective factors necessary for families and early childhood environments, such as preschools, that support healthy and strong brain development. (Source: Harvard's Center on the Developing Child) ● Explored existing resources, both professional and community-based, that provide a range of support for families with young children, and preschoolers in particular.	● Collaboration among key providers, both professional and informal organizations, and families with preschoolers is difficult due to the lack of existing structures through which this could be facilitated. ● Connecting families to existing resources in regards to awareness (dissemination of information), and face-to-face access. ● Expanding limited resources around clinical guidance and support both at the school level and town level without a clear source of funding.	● Edited and updated a Wayland Family Resource Guide, provided by the Community Partnerships for Children Coordinator. ● Developed a plan to widely disseminate this guide to Wayland families with young children via paper copies and electronic means. ● Established a Wayland Early Childhood Advisory Board to continue the work of the ECEC Committee. Goals: Connection, Prevention, Intervention.

● Developed recommendations and estimated funding to meet the need for increased clinical guidance and professional support for preschool students and staff, as well as for parents of young children.		

Full Day Kindergarten Exploration: Review the potential and challenges associated with traditional kindergarten (TDK) and universal full day kindergarten (FDK) programs.

A Accomplishments	C Challenges	E Exemplar
• Formed a committee of 17, representing parents, teachers, teacher assistants, and administrators. • Formed five subcommittees to focus on kindergarten models used by comparative districts, parent perspectives, staff perspectives, academic data, and financial implications. • Gathered information from 13 comparable districts regarding current kindergarten models, associated fees, and future plans. • Completed parent and staff surveys. • Gathered data from former FDK and TDK students' common academic assessments from grades 1-5: 　○ Attending FDK or TDK had no significant impact on academic outcomes. • Estimated costs associated with funding Universal FDK: 　○ Total Net Estimated Cost for universal FDK is $516,000. • Identified curriculum implications associated with TDK and FDK: 　○ There are significant time constraints associated with TDK in regards to meeting the new Social Emotional Learning Standards. 　○ There are significant time constraints associated with TDK in regards to meeting the anticipated new Digital Literacy and Computer Science Standards.	• Currently, some children do not have access to FDK because of financial restrictions. • If Wayland offers free universal FDK, some families will still prefer TDK. • Regardless of the model, there is consistent support for a developmentally appropriate kindergarten with play and exploration as key components.	Conducted surveys to gain parental and staff input: • Feedback from parents of K-5 students: 　○ Majority of parents would have chosen FDK if it was offered at no cost. 　○ FDK offers a more appropriate pace to meet curriculum expectations. 　○ FDK offers more time to focus on social, emotional, and physical needs. 　○ Children who attend full day preschool need FDK. • Feedback from parents of Pre-K students: 　○ Majority of parents want FDK. 　○ Longer day allows more time for academic and social curriculum. 　○ TDK is too compressed and rushed. 　○ FDK is a more current model in MA. 　○ FDK offers stimulation, structure, and better pacing. 　○ Working parents need FDK. • Feedback from K-5 staff: 　○ In any given year, teachers are generally unaware of which students previously attended FDK versus TDK. 　○ 85% believe Wayland should offer free universal FDK. 　○ There remains support for continuing to offer TDK even if Wayland offers free universal FDK.

● Identified additional factors for consideration:
    ○ There is a need to balance social-emotional and academic learning.
    ○ Offering free universal FDK would provide equitable access for all in having choices that are not impacted by financial restrictions.
    ○ Regardless of the model, there is a continued concern for the kindergarten curriculum to be developmentally appropriate.		

Student Information System (SIS) Exploration: Explore the potential and challenges of adopting a new student information system.

A Accomplishments	C Challenges	E Exemplar
- Developed criteria and priorities for our New SIS with a K-12 team. - Decided to focus on SIS only, not SPED, Health, and/or Transportation modules. - Reviewed 5 potential SIS applications. - Selected top 3 applications for a deeper dive review. - Reviewed 3 systems with key school SIS users. - Used reviews to help write the RFP for desired functionality. - Developed an RFP. - Timeline: - June - Advertise - July - Post RFP - August - Decision	- The three systems have strengths and weaknesses in different areas. The differing priorities of the staff (based on such factors as grade level, department, or position) make it challenging to choose a system that works best for the district as a whole. - The requirement for SIF certification compliance for state reporting limits the available options for a student information system.	The task force identified promising products that presented a user-friendly, customizable mobile interface with flexible modules for management of: - portals - dashboards - student records and demographics - reporting - scheduling - attendance - grading - discipline - fee management - data analysis This helped to define and set the criteria for the RFP.