W A Y L A N D • P U B L I C • S C H O O L S

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2015 - 2016 System-wide Goals

H – Health and Wellness

To enhance health and wellness education, with an emphasis on healthy relationships and violence prevention, employing a systemic approach to curriculum, instruction, extra-curricular activities and school culture.

- Continue to identify and define essential social/emotional knowledge and skills for each grade level so that they are in vertical alignment. These will include, but not be limited to, stress management, self-regulation, interpersonal relationships skills, and resiliency.
- Pilot or implement, as called for, new or revised curricula relating to the teaching of the defined standards at all levels.
- Incorporate parent education regarding how parents can support learning in these areas of development.
- Complete adoption of the ALICE emergency response program.
- Study and engage our community in a discussion of the hopes and expectations for Wayland's athletic program in order to best employ athletics to support positive youth development.

E – Exploration

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.

- Explore the potential and the challenges associated with the implementation of a world languages program in Grades K-6.
- Explore enhancements to early childhood education in Wayland, including:
  - enhancing the support for pre-school aged children and their families, including in the coordination and transitions between levels.
  - delineating best practices within the kindergarten curricula given the common core requirements and students' developmental needs.
  - reviewing the potential and challenges associated with traditional kindergarten and universal full day kindergarten programs.
- Explore the potential and challenges of adopting a new student information system.

A – Achievement Gap

To narrow the achievement gap through the use of culturally proficient teaching strategies, data-based analyses and, in general, by building on strategies that work.

- Explore new ways to efficiently track and display longitudinal data.
- Engage staff and students in building-based initiatives relating to cultural proficiency and race, in part by incorporating the voice of students.
- Provide continuing professional development offerings to staff relating to cultural proficiency.
- Foster parent engagement through Boston parent meeting programs.
- Continue to enhance professional development and teaching methodologies relating to serving the district's ELL students.

R – RTI

To further expand and more fully realize a system-wide RTI program in a teaching and learning environment that integrates teacher collaboration, sharing of best practices, differentiated instruction, and the use of data to inform instruction.

- Continue the ongoing work on PLC's, common assessments, data-based decision making, and responsive strategic interventions.
- Continue to identify, define, and explicitly teach essential study skills and learning strategies to enable students to perform at higher levels.

T – Technology Gains STEAM

To increasingly employ instructional technology for the purpose of improving student proficiency with core content knowledge and skills, while building technology related competencies – and to do so in conjunction with developing a comprehensive approach to science, technology, engineering, arts, and mathematics education.

- Create a 3-Year Technology Plan and detail the professional and curriculum development needed to meet the goals of that plan.
- Delineate and map computer literacy skills across the grade levels.
- Enhance the integration of STEAM and computer science into the curriculum.
- Promote positive, responsible digital citizenship among all students.