

# Wilmington Public Schools



## Strategic Plan 2011 – 2016

Joanne Benton  
Superintendent of Schools

School Committee

Margaret Kane, Chairwoman  
Leslee Quick, Vice-chairwoman  
Robert Hayes, Secretary  
Kathleen Carroll  
Mario Marchese  
Anthony Quincy Vale  
Virginia Bonish

# TABLE OF CONTENTS

Executive Summary	Page 2
Letter from the Superintendent	Page 4
Wilmington Public Schools Mission Statement	Page 5
Overview of the Strategic Planning Process	Page 6
Key Participants in the Planning Process	Page 7
Survey Key Findings	Page 7
Action and Implementation Plans	Page 10
Appendix A	Page 21
Survey of Key Findings Strengths/Values/Traditions Emerging Trends	
Appendix B	Page 24
Opportunities for Growth and Development	

## Executive Summary

The Wilmington Public Schools began its strategic planning process in October 2010. Joanne Benton, Superintendent of Schools and the School Committee engaged K-12 Insight, Inc. to facilitate the planning, development and implementation of a series of online surveys that would be used to gather the data necessary to complete the strategic planning process.

The Superintendent appointed a Strategic Planning Committee who worked with K-12 Insight, Inc. to develop the survey components and to analyze the data obtained. The Superintendent and the members of the Committee along with input from the Leadership Team completed the draft report.

### *Objective*

The purpose of the work associated with the development of the strategic plan was to establish the priorities and course of action for the school system for years 2006 – 2011. The creation of this strategic plan provides the basis for district-wide and school-based initiatives over the next five years.

### *Approach and Scope*

The planning process began in October, 2010, with the first meeting of the Strategic Planning Committee. The Committee met regularly with representatives from K-12 Insight, Inc. over four consecutive months to develop the survey responses, develop key findings and goals, identify strategies, and establish indicators of success.

To be as inclusive as possible, the district has reached out to the community, staff, and students via a set of Strategic Plan Surveys. These surveys were conducted from February 1, 2011 to February 18, 2011 to gain an understanding of stakeholders' opinions about items of importance that should be addressed in the plan. The survey was open to all community members via a public link on the district's website. Staff members were invited to participate via email with a unique link and students participated in school computer labs.

242 community members, 263 staff members, and 948 middle and high school students provided input as to the school district's effectiveness in providing services and the importance of such services. Survey items covered the areas of **student achievement, academic programs, school operations, and student support**. High priority items identified for the strategic plan include:

- Science/Engineering Technology
- Facilities
- Professional Development for Teachers
- Technology
- Support Services

## *Strategic Goals*

The eight goals that are included in this plan are:

1. Provide a Balanced, Comprehensive Science/Engineering & Technology Curriculum As Outlined In Massachusetts Curriculum Frameworks, Common Core and the Wilmington Public Schools' Curriculum Protocol.
2. Provide support for Science, Technology Engineering and Mathematics (STEM) based programs education that will prepare students for productive careers in an increasingly diverse and technological society by insuring that graduates have:
  - An ability to function on multi-disciplinary teams.
  - An understanding of professional and ethical responsibility.
  - An ability to communicate effectively.
  - The broad education necessary to understand the impact of engineering solutions in a global/societal context.
  - Knowledge of contemporary issues.
  - Opportunities for career choices in Science/Engineering & Technology and Mathematics
3. Ensure that all Facilities Support the Educational Needs of Students, Staff and the Community.
4. Provide Varied and Appropriate Professional Development Opportunities for all Staff.
5. Ensure that Technology is an Integral Part of the Support for Student-Centered Learning.
6. Ensure staff master a core set of information and communication technology skills.
7. Continue to Build and Maintain Strong Student Support Programs.
8. Communicate Effectively Within the Wilmington Community

For each of these goals the Strategic Planning Committee developed strategies to initiate action and indicators of success. In addition, timelines have been developed and the key people to implement each initiative have been identified.

The next step in the Strategic Planning Process is the implementation of the plan, including its integration into the district and school improvement processes.

The development of the strategic plan is the beginning of an ongoing and joint effort to focus on district priorities. This plan must be reviewed and revised annually to ensure that the resources of the Wilmington Public Schools and the community of Wilmington are focused on the continued improvement of student performance.

**Wilmington Public Schools**  
161 Church Street  
Wilmington, Massachusetts 01887  
Telephone: (978) 694-6000 Fax: (978) 694-6005

Joanne M. Benton  
Superintendent of Schools



Paul J. Ruggiero  
Director of Administration & Finance

May 2011

Dear Parents, Staff, and Community Members,

As President Eisenhower once said, “Plans are nothing; planning is everything.” In the Wilmington Public Schools, we understand that the world is changing rapidly and will pose challenges to our children that we can barely imagine today. Only through proper planning can we give our children the sound, well-rounded education that will help them live and compete successfully throughout their lives. As the Superintendent of Schools, I find this responsibility both inspiring and humbling. But I am encouraged that, when planning the right education for our children, we can draw on an essential resource: the collective wisdom of our community.

Many jobs that our children are likely to hold have not even been invented yet. What should we be teaching our students, and how should we prioritize, especially in times of diminished resources? These important questions are addressed in a document that Wilmington Schools prepares and updates periodically. This document, called the District’s Strategic Plan, must reflect the concerns and priorities of our community.

As a first step towards updating our Strategic Plan, in February I reached out to Wilmington residents, our teachers and other staff, and students to ask for ideas and opinions. More than 240 community members, 260 staff members across all our schools, and 940 students in grades 6 through 12 completed the survey. From those participants, we learned some important findings that will advance the development of our Strategic Plan.

I would like to thank everyone who took the time to respond to this survey. We learned a lot from your responses, and this information will help us as we develop the new plan to ensure success for all of our students. The survey collected your feedback on progress we have made towards meeting the goals of our existing Strategic Plan. It also asked questions about where you think we need to focus in our new plan to keep the district moving forward. I would like to share with you briefly some of what we learned.

I was pleased to find that most of you believe that the district has been making progress towards meeting its goals. While the goals that the District has set are not meant to ever be completely fulfilled, they are designed to help the District make appropriate decisions and

guide our processes in helping students. For instance, many of you believe that we are progressing towards delivering a program of study that addresses all necessary subject areas; that we ensure that technology, such as computers and the Internet, are used to help students learn; and that schools and the central office operate in ways that build strong relationships with the community. Your feedback indicates that these continue to be appropriate goals for the district.

I was gratified to learn that you recognized a number of key strengths in our schools. In particular, English/Language Arts proficiency, social studies, providing courses and activities that relate to knowledge that leads to success in the real world, sports and extracurricular activities, and student health and well-being all received high ratings.

At the same time, you identified some areas where we might focus to bring about improvements. These areas include science/engineering technology, school buildings that are clean and well-maintained, training opportunities for teachers so they become more effective, extra help for students with schoolwork, and help for students as they plan for college and employment. We will be looking at each of these areas to ensure that plans and supports are in place, so all students receive the best possible instruction and services.

As we move forward with the development of our new Strategic Plan, these data give us confidence that it will reflect the appropriate goals for our students and the community. You are invited to read the [complete findings of the survey](#). In addition, please check back on our website for progress on our plan.

This survey was only the first step in an ongoing dialogue between our school administrators, staff, parents, students, and community members. If you did not have a chance to voice your opinions about our schools in this survey, you will have an opportunity in another study we will conduct later this year. I encourage everyone to participate in this discussion and thank you for doing so.

Sincerely,

*Joanne Benton*  
Superintendent

## **Wilmington Public Schools' Mission Statement**

The Wilmington Public Schools will provide a student centered education which fosters critical inquiry enabling the individual to be a productive citizen, respectful of self and others, capable of adapting to a changing world and its technology.

## **Overview of the Strategic Planning Process**

In October, 2010 the Wilmington Public Schools began a strategic planning process that concluded in April 2011. The purpose of this strategic plan is to provide a framework of priorities for the schools to follow over the next five years.

The Superintendent of Schools, with the support of the School Committee, appointed a Strategic Planning Committee who worked with K12 Insight, Inc. to develop a set of surveys designed to aggregate the main themes of the plan. This group solicited feedback from a broad range of people within and outside of the school system. The process was designed to include interested parties and stakeholders and to encourage discussion within the community about the future of the school system.

The first Wilmington Public Schools' Strategic Plan was developed and implemented in 1994. It was revised with a second strategic plan in 1998 and further revised with the 2006 version, which has served the Wilmington Public Schools until now.

The responses from the surveys identified five themes related to areas of concern. Within the themes several system-wide goals and strategies emerged. The themes, goals and strategies were revised and refined by the Strategic Planning Committee and the District Leadership Team.

The six (6) priority items identified for the strategic plan are:

1. Science and Technology
2. Professional Development for Teachers
3. Facilities
4. Technology
5. Support Services
6. Communication

Respondents also identified several areas of strength:

1. English-Language Arts Proficiency
2. Social Studies
3. Curriculum and Programs that are Relevant
4. Student Health and Well-Being
5. Sports and Extracurricular Activities

The Strategic Plan describes the next steps to meet the priorities that have been identified. This includes the goals, associated strategies, indicators of success, timeframes, and key people responsible for implementation.

The Strategic Plan will be reviewed on an ongoing basis to ensure that goals and action steps are addressed and modified as appropriate. There are initiatives within this plan that will require the statement of additional strategic action steps upon their completion in a year's time. This plan will be modified as necessary to reflect achievement, to account for unanticipated events, and to address new priorities.

## Key Participants in the Planning Process

*Strategic Planning Committee:* Joanne Benton, Paul Ruggiero, Neal Ellis, Eric Tracy

*Leadership Team:* Robert Appolloni, Joanne Benton, Terri Buscemi, Doreen Crowe, Neal Ellis, Frank Ferriero, Edward Harrison, Erin Healey, Lisa Ippolito, Gerald LaPointe, Christine McMenimen, Jeanne Noonan, Mary Palen, Marlaine Potter, Paul Ruggiero, Dennis Shaw, Eric Tracy

*Strategic Planning Consultant:* K12 Insight, Inc.

This plan is the direct result of participation in the surveys by 242 community members, 263 staff members, and 948 students provided input as to the school district's effectiveness in providing services and the importance of those services.

## Survey Key Findings

**Student Achievement:** Respondents believe that the school district does a good job of providing English Language Arts proficiency. However, community members and staff identified science and engineering technology as an area of primary concern.

**Academic Programs:** Community members identified the use of technology in instruction and offering Honors courses as areas of primary concern while staff indicated these areas are of secondary concern. Students indicated that offering courses that are interesting is an area of primary concern.

**School Operations:** All three groups identified the condition of school buildings as an area of primary concern. Community members and staff indicated that class size is an area of primary concern. Students indicated that school safety and transportation are items of primary concern. Community members and staff have conflicting views regarding teacher recruitment and professional development; community members feel these areas are done well by the district while staff believes that these areas are of primary concern.

**Student Support:** This category had the greatest number of items for primary concern. All groups identified providing extra help for students having difficulty as an area of primary concern. Staff and community members also identified support services as areas of primary concern.

The opportunities for growth and improvement that emerged from the surveys as the most important are listed below in each of the five theme areas.

### Theme 1: Science/Engineering Technology

- We need to develop a consistent Science/Engineering & Technology curriculum from grade to grade and from school-to-school with common expectations for students.
- We need to ensure alignment with State Frameworks and the Common Core.
- We need to develop more project-based, real-world opportunities for students.

- We need up to date, state-of-the art equipment in all Science/Engineering and Technology environments.
- We need to increase outreach to business and industry for in-class support as well as internship opportunities

## **Theme 2: Facilities**

- We need to examine ways to improve and upgrade facilities.
- We need to continue regularly scheduled maintenance program for all school buildings.
- We need to develop a comprehensive strategic maintenance plan in collaboration with the Public Buildings Department that will ensure our buildings support the educational program.
- We must continue the emphasis on safe and secure school environments for learning.
- We need to build a new high school or renovate the current high school.
- We need to examine more efficient use of building space as it relates to transitions and enrollment.

## **Theme 3: Professional Development**

- Professional development opportunities should be expanded and broadly based.
- We need to plan and provide increased professional development opportunities for new teachers.
- We need to continue to utilize the successful Wilmington University model.
- We need professional development to focus on project-based learning, student-centered lessons, Science/Engineering & Technology and writing to meet the needs of 21<sup>st</sup> Century Learners.
- We need to showcase best practices through professional development.
- We need to explore opportunities for common planning time for teachers.

## **Theme 4: Technology**

- We need to continue to integrate technology into daily instruction.
- We have to continue to expand the availability of technology in the schools.
- We need to develop ways to utilize technology to support student-centered lessons.
- We must develop a plan to increase bandwidth to meet the increasing demands of technology in schools and across the district.
- We need to update and unify communication systems district-wide.

[http://www.wilmington.k12.ma.us/OIT/2009\\_Tech%20Plan.pdf](http://www.wilmington.k12.ma.us/OIT/2009_Tech%20Plan.pdf)

## **Theme 5: Support Services**

- We need to improve guidance for the college and career process in alignment with the Common Core.
- We must develop a team approach/response to support students with mental health issues.
- We need to increase access to libraries/media for students before and after school hours.
- We need to enhance inclusion programs that promote effective progress in the least restrictive environment.
- We need to continue to implement health/wellness programs to benefit students.

## **Theme 6: Communication**

- We need to continue to enhance communication among schools, parents and the community.

## **Action and Implementation Plans**

An action plan has been developed for each of the theme areas and related goals. The action plans are organized in a format that includes five components. The components are:

- *Goal:* a statement of a desired situation or state.
- *Strategies:* the manner in which the goal will be approached.
- *Indicators of Success:* the factors that tell us when we have succeeded in implementing the strategy.
- *Timeline:* target dates for completion.
- *Person(s) Responsible:* the key personnel, who will lead, support and implement the strategies. The "lead" person is charged with maintaining focus on the action and continued support for its attainment.

This strategic plan is a memorandum to the future; it is a guiding framework to lead us to what we as a school district want to accomplish over the next five years. Each strategy and the related indicators of success must be considered within the context of both expectations and timelines. The strategic plan establishes the expectation for the completion of tasks that are specifically related to the broad range of district and school improvement outcomes.

The action plans will help to provide the schools with a well-defined and easily implemented system for connecting the district and school priorities. They are the blueprint for the work that will occur as the plan is implemented.

The Superintendent, Leadership Team, Staff and School Councils will use the Strategic Plan as their initial point for the development of the required Annual District Improvement Plan

and individual school improvement plans. The success of the annual plans will be measured against the overall goals and strategies of the strategic plan.

The strategic plan will be re-evaluated annually with the anticipation that it will need modifications at predictable intervals. This plan will provide guidance for the Wilmington Public Schools as we respond to the events, challenges and opportunities that the future will inevitably bring.

DRAFT

**Theme 1 Science/Engineering & Technology**

The Wilmington Public School System is committed to providing a high-quality, twenty-first century, and educational experience in a caring, safe environment that empowers and inspires each student to succeed academically, socially and emotionally in an evolving global society. We are committed to raising student achievement by establishing a better performance-accountability system that sets meaningful performance standards for students and teachers, provides adequate resources to succeed and involves the parent community.

**Goal 1: Provide a Balanced, Comprehensive Science/Engineering & Technology Curriculum As Outlined In Massachusetts Curriculum Frameworks, Common Core and the Wilmington Public Schools’ Curriculum Protocol**

Strategies	Indicators of Success	Timeline	Person(s) Responsible (LEAD, SUPPORT, IMPLEMENT)
1. Re-evaluate the curriculum maps to align with Common Core K-12	a. Completion of revised documents	As outlined in renewal cycles	Superintendent, Asst. Superintendent, Principals, CTLs
2. Offer Professional Development related to Science/Engineering & Technology	a. Number of teachers that enroll	Annually	Superintendent, Asst. Superintendent, Principals, CTLs
3. Increase the number of students taking AP courses in science	a. Number of students that sign up for AP courses	Annually	Superintendent, Asst. Superintendent, Principals, CTLs
4. Establish an Elementary Science Vertical Team to ensure continuity in elementary science program, and to develop baseline pre and post tests	a. Establishment of Vertical Team; development of tests	Annually	Superintendent, Asst. Superintendent, Principals, CTLs
5. Develop a comprehensive sharing cycle for elementary science materials that will ensure all students are provided equal instruction in all topics designated for a particular grade	a. Full coverage of assigned topics in all classes	Annually	Superintendent, Asst. Superintendent, Principals, CTLs
6. Develop quarterly embedded assessments that measure students’ scientific inquiry and literacy.	a. Scores on tests	Quarterly, each school year	Superintendent, Asst. Superintendent, Principals, CTLs

7. Use a hands on approach to science for grades K-8 using investigations that engages students in the learning and is applicable to the real world	a. Improved performance on MCAS	Annual results	Superintendent, Asst. Superintendent, Principals, CTLs
8. Further develop partnerships with other organizations to expose students to other areas of science that include aviation, biotechnology, pharmacology, agriculture and environmental science.	a. Partnerships with organizations b. Increased student involvement with organizations	Year 1 (11) ongoing Yea1 (11), ongoing	Superintendent, Asst. Superintendent, Principals, CTLs
9. Ensure science educators remain abreast of “best practices” for science teaching and learning through professional development activities	a. Professional development opportunities	Annually	Superintendent, Asst. Superintendent, Principals, CTLs
10. Work with local science/ tech based firms to bring professionals into the elementary schools to talk about careers in science	a. Classroom visits by science professionals	Year 1 (11), ongoing	Superintendent, Asst. Superintendent, Principals, CTLs
11. Use assessment data collected by grade level to inform decisions in curriculum revision and professional development offerings	a. Data analysis reports	Year 2 (12), ongoing	Superintendent, Asst. Superintendent, Principals, CTLs
12. Provide extended learning opportunities for students who express in interest in science	a. Student participation	Year 1 (11), ongoing	Superintendent, Asst. Superintendent, Principals, CTLs

**Theme 1 Science/Engineering & Technology**

**Goal 2: Provide support for Science, Technology Engineering and Mathematics (STEM) based programs education that will prepare students for productive careers in an increasingly diverse and technological society by insuring that graduates have:**

- An ability to function on multi-disciplinary teams.
- An understanding of professional and ethical responsibility.
- An ability to communicate effectively.
- The broad education necessary to understand the impact of engineering solutions in a global/societal context.
- Knowledge of contemporary issues.
- Opportunities for career choices in Science/Engineering & Technology and Mathematics

Strategies	Indicators of Success	Timeline	Person(s) Responsible (LEAD, SUPPORT, IMPLEMENT)
Prepare students with 21 <sup>st</sup> Century Skills as it pertains to STEM – Focus on learning and critical thinking	a. Teachers implementing project-based learning b. Emphasis is taken away from letter grades c. College retention rates for our students rise	Year 1 (11), onward  Year 1 (11), onward Year 2 (12), onward	Superintendent, Asst. Superintendent, Principals, CTLs
Integrate STEM curriculum with Information and Communication Technology (ICT) literacy	a. Students are fully prepared for Higher-ed in the areas of STEM b. Students are ready to use, collaborate, create and think using technology K-12 and beyond	Year 1 (11), onward  Year 1 (11), onward	Superintendent, Asst. Superintendent, Principals, CTLs
Include Life Skills in STEM teaching pedagogy: ethics, civic responsibility and leadership	a. When assessed, students can describe ethics in relation to STEM b. Students select college majors with more emphasis on civic duty than material wealth	Year 1 (11), onward  Year 2 (12), onward	Superintendent, Asst. Superintendent, Principals, CTLs
Develop solid assessment for 21 <sup>st</sup> Century STEM skills	a. Completed assessment	Year 1 (11) and 2 (12)	Superintendent, Asst. Superintendent, Principals, CTLs
Strengthen our teaching of math and science	a. Demonstrated improvement on quarterly assessments	Year 1 (11) and 2 (12)	
Develop assessment tools to consistently track student progress and use data to drive improvements	a. Completed assessments	Year 1 (11)	Asst. Superintendent, CTLs
Increase the number of students taking a rigorous academic curriculum so they are fully prepared for college without needing remediation and high-skilled entry-level employment.	a. Increased enrollment in science, math and technology courses	Annually	High School Principal Guidance Department
Expose students to a deeper understanding of STEM with a project-based approach.	a. Long and short-term projects developed	Ongoing	Classroom teachers

**Theme 2: Facilities**

**Goal 1: Ensure that all Facilities Support the Educational Needs of Students, Staff and the Community** - The Wilmington Public School System is committed to ensuring that all facilities, programs, and equipment support the educational needs of students, staff and the community. As our buildings age, we face the growing challenge of maintaining school facilities at a level that enables our teachers to meet the needs of 21<sup>st</sup> century learners. This requires that we think strategically and prepare forward thinking plans for maintaining our schools. In addition, it is important for us to continue to provide a safe and secure school environment for learning.

Strategies	Indicators of Success	Timeline	Person(s) Responsible (LEAD, SUPPORT, IMPLEMENT)
1. Work with the Town and MSBA to either build a new or renovate the current high school	a. Complete the High School Feasibility Study through Schematic Design b. Work with the Town on a Debt Exclusion vote and Town Approval on the preferred High School solution c. If approved, work to build or renovate the High School	November 2011  December 2011  September 2014	Superintendent Director of Administration and Finance Town Manager Assistant Town Manager High School Building Committee Superintendent of Public Buildings School Committee
2. Continue to provide a safe and secure environment for learning	a. Continue to update security plans b. Meet annually with police and fire chiefs c. Conduct successful annual reviews and drills d. Walk through schools to identify and rectify any non-compliance issues and ensure that schools adhere to fire codes	Annually Annually  Annually  Annually	Superintendent Director of Administration and Finance Principals Public Buildings Department Police Department Fire Department Public Works Department
3. Develop a comprehensive strategic plan with the public building department that will ensure our buildings support the educational program	a. Strategic plan for facilities is prepared and adopted b. Annual maintenance plans are developed and approved c. Annual maintenance of buildings is conducted	Annually  Annually  Annually	Superintendent Director of Administration and Finance Principals Public Buildings Department Public Works Department

### Theme 3: Professional Development

#### Goal 1: Continue to Provide Varied and Appropriate Professional Development Opportunities for all Staff -

Maintaining a strong and active Professional Program is essential in order to sustain effective and successful teaching and learning practices. The Wilmington Public School System is committed to providing continuing opportunities to new and veteran teachers alike to extend, expand, and enrich their performance. We are especially dedicated to support 21<sup>st</sup> Century Skills, Project-based Learning and Student-centered lessons.

Strategies	Indicators of Success	Timeline	Person(s) Responsible (LEAD, SUPPORT, IMPLEMENT)
1. Provide a menu of professional development opportunities that support the goals of the Strategic Plan as well as individual School Improvement Plans	a. Professional development is provided in response to the Strategic Plan and School Improvement Plans b. Staff is participant in the professional development program c. School based professional development offerings are related to the Strategic Plan and School Improvement Plans d. Operating budget supports professional development programs	Year 1 (11), onward  Year 1 (11), onward  Year 1 (11), onward  Year 1 (11), onward	Assistant Superintendent Professional Development Committee Principals
2. Staff will be periodically surveyed regarding their needs for professional development	a. Surveys are conducted annually b. Professional development plans are reviewed c. Professional Development opportunities are created based on surveys	Annually Annually Annually	Assistant Superintendent Professional Development Committee Principals
3. Strengthen and expand professional related to 21 <sup>st</sup> Century Skills, Project-based learning and Student-centered lessons.	a. Training is provided and staff attends b. Lesson plans reflect 21 <sup>st</sup> Century Skills, Project-based learning and Student-centered lessons.	Year 1 (11), onward Year 1 (11), onward	Assistant Superintendent Professional Development Committee Principals

## Theme 4: Technology

**Goal 1: Ensure that Technology is an Integral Part of the Support for Student-Centered Learning** - Today's students live in an information age and the high technology workplace requires computer literacy in every occupation and profession. The district believes that technology is an integral part of the continuum of learning at every level. Every student should be provided access to technological tools and taught the necessary skills and knowledge in order to function successfully, safely and ethically in the classroom, society, the workplace, and beyond. Nevertheless, technology is a tool that supports – and not drives – the curriculum. In addition, technological competence among the entire staff is essential if we are to cultivate classrooms where technology is clearly linked to the curriculum and the expanded learning capacity of students. Therefore, a consistent goal must be that every staff member master a core set of information and communication technology skills. These core skills are considered basic in order to implement the Massachusetts Technology Literacy Standards and Expectations.<sup>1</sup> Generally, those standards are grouped into the conceptual categories of: “Computers, software and the principals of hardware, software and connectivity”, “Responsible use, ethics and safety” and “Research, critical thinking, problem solving, communication, collaboration, decision making, creativity and innovation”.

Strategies	Indicators of Success	Timeline	Person(s) Responsible (LEAD, SUPPORT, IMPLEMENT)
Build a vertical team whose focus is on creating and supporting lesson plans for teachers at each grade level.	<ul style="list-style-type: none"> <li>a. Teachers have lesson plans to readily use</li> <li>b. Good examples are created by teachers who are familiar with the content at that grade level</li> <li>c. Percentage of integrated lessons rises</li> </ul>	Year 1 (11), onward	Director of IT, elementary and secondary curriculum coordinators, Elementary Technology Integration Specialist
Parse the State standards in distinct “easy to reach” goals for each grade level.	<ul style="list-style-type: none"> <li>a. Teachers are less overwhelmed about reaching standards</li> <li>b. Easy to follow map of expectations = accomplishing tech goals</li> </ul>	Year 1 (11), onward	Director of IT, Elementary Technology Integration Specialist, Secondary Technology Integration Specialist
Provide network infrastructure to support the use of technology	<ul style="list-style-type: none"> <li>a. Teacher and student ideas can be implemented quickly</li> <li>b. Data can be saved and recovered quickly</li> <li>c. Resources can be shared throughout the district</li> </ul>	Year 1 (11), onward	Director of IT, Office of Information Technology
Remove barriers to open internet access i.e., building-wide coverage for wireless access	<ul style="list-style-type: none"> <li>a. Students live more closely with tech</li> <li>b. Students can use tech quickly for research at their fingertips</li> <li>c. Tech is accessible anywhere on campus and so is integration</li> </ul>	Year 2 (12), onward	Director of IT, Office of Information Technology
De-emphasize fluency in wrote tasks in favor of the four C's of which technology is a critical part <sup>2</sup>	<ul style="list-style-type: none"> <li>a. Students are prepared for higher-ed and success in the 21<sup>st</sup> century workplace</li> </ul>	Year 1 (11), onward	Superintendent, Principals
Continue to support the maintenance and support of staff equipment with a quick response rate	<ul style="list-style-type: none"> <li>a. Less downtime for equipment</li> <li>b. Increased use</li> <li>c. Decreased dissatisfaction with accessibility and use</li> </ul>	Ongoing	Director of IT, Office of Information Technology

Massachusetts Technology Literacy Standards and Expectations, April 2008 are state standards created to set a goal for computer literacy at specified grade levels throughout all Massachusetts public schools. Online at: <http://www.doe.mass.edu/edtech/standards/itstand.pdf><sup>1</sup>

<sup>2</sup> Statement based on the work of Christopher Dede who is a Timothy E. Wirth professor in learning technologies at the Harvard Graduate School of Education [http://www.gse.harvard.edu/faculty\\_research/profiles/profile.shtml?vperson\\_id=311](http://www.gse.harvard.edu/faculty_research/profiles/profile.shtml?vperson_id=311)

## Theme 4: Technology

**Goal 2: Ensure staff master a core set of information and communication technology skills.** These core skills are considered basic in order to implement the Massachusetts Technology Literacy Standards and Expectations: “Computers, applications and the principals of hardware, software and connectivity”, “Responsible use, ethics and safety” and “Research, critical thinking, problem solving, communication, collaboration, decision making, creativity and innovation”.

Strategies	Indicators of Success	Timeline	Person(s) Responsible (LEAD, SUPPORT, IMPLEMENT)
Provide an expectation of competency in computer literacy for staff	<ul style="list-style-type: none"> <li>a. Staff recognize the long-term plan for Wilmington to become a 21<sup>st</sup> Century school using technology</li> <li>b. Staff consider proficiency in technology to be part of their personal professional growth</li> </ul>	Year 1 (11), onward	Superintendent, Principals, Asst. Principals
Provide Professional Development (PD) for staff in the areas of technology	<ul style="list-style-type: none"> <li>a. Increased demonstration of specific performance expectations</li> <li>b. Materials used in PD are used in the classroom</li> <li>c. Fear or technology is removed</li> <li>d. Administrative initiatives around technology are more easily accomplished</li> </ul>	Year 1 (11), onward	Asst. Superintendent, Professional Development Committee, Director of IT, Tech Trainers
Provide examples of integration through lesson plans	<ul style="list-style-type: none"> <li>a. Binder is created with lesson plans</li> <li>b. Teachers use lesson plans in the classroom</li> </ul>	Year 1 (11), onward	Director of IT, Integration Specialists, Tech Vertical Team
Align State tech standards to PD	<ul style="list-style-type: none"> <li>a. Teachers learn the standards</li> <li>b. Standards are passed on through integration into lessons</li> <li>c. Reduced confusion in responsibility for what standards teachers need to know</li> <li>d. Teachers can determine which PD they need based on the standards they do and don't know</li> <li>e. Teachers can take PD related to the standards they need to teach in their classroom</li> </ul>	Year 1 (11), onward	Director of IT, Integration Specialists, Tech Vertical Team
Through the use of tech integration specialists, change pedagogical beliefs to favor technology	<ul style="list-style-type: none"> <li>a. Higher incidence of integration]</li> <li>b. Understanding that tech integration does not mean increased work load</li> </ul>	Year 1 (11), onward	Director of IT, Integration Specialists, Tech Vertical Team
Hire staff who are already well-versed in the use of technology	<ul style="list-style-type: none"> <li>a. Instance of tech integration for new teachers rises</li> <li>b. Demand for upper-level tech PD rises for new teachers</li> </ul>	Year 1 (11), onward	Superintendent, Principals, Asst. Principals, Hiring Committees
Work with local institutions of higher-ed to teach with integrated technology	<ul style="list-style-type: none"> <li>a. New hires have higher instance of tech skills</li> <li>b. New hires have higher instance of tech integration skills</li> <li>c. Higher instance of authentic project-based learning using technology</li> <li>d. Demand for upper-level tech PD rises for new teachers</li> <li>e. Instance of tech integration for new teachers rises</li> </ul>	Year 1 (11), onward	<i>Superintendent</i>

Provide equipment to teachers	<ul style="list-style-type: none"> <li>a. Increased equipment in classrooms</li> <li>b. Increased equipment for use by students</li> <li>c. Higher instance of integration due to accessibility of tech equipment</li> </ul>	Year 1 (11), onward	<i>Director of IT, Office of Information Technology</i>
Provide solutions for “ease-of-use” so teachers can effectively use technology easily	<ul style="list-style-type: none"> <li>a. Higher instance of integration due to accessibility of tech equipment</li> <li>b. Better user experience = higher instance of use</li> <li>c. Technology becomes easier to integrate due to ease-of-use</li> </ul>	Year 1 (11), onward	<i>Director of IT, Office of Information Technology</i>
Redefine “rigor” to include mastery of technological skills	<ul style="list-style-type: none"> <li>a. Understanding as to the importance of tech skills</li> <li>b. Barriers of separation between tech and other skills are removed</li> </ul>	Year 1 (11), onward	<i>Superintendent, Principals, Asst. Principals</i>
Set requirements for taking tech PD within first three years of hire	<ul style="list-style-type: none"> <li>a. Teachers will catch up to their tenured peers in technology use</li> </ul>	Year 1 (11)	Superintendent

***Additional information and an in-depth look into the technological needs and future of Wilmington Public Schools can be found in the Wilmington Public School 5-Year Plan available at: [http://www.wilmington.k12.ma.us/OIT/2009\\_Tech%20Plan.pdf](http://www.wilmington.k12.ma.us/OIT/2009_Tech%20Plan.pdf)***

## Theme 5: Student Support Services

**Goal 1: Continue to Build and Maintain Strong Student Support Programs** - The Wilmington Public School System must continue to develop high quality support programs and services that are fully integrated within the school experience for all students. Each of these programs and services plays a significant role in the development of all students.

Strategies	Indicators of Success	Timeline	Person(s) Responsible (LEAD, SUPPORT, IMPLEMENT)
1. Expand our current methods of providing inclusionary services in the least restrictive environment to all appropriate students	a. Review all current inclusionary service delivery models to determine impact on individual student learning b. Utilize data from review to research additional models of inclusionary service delivery c. Analyze and decide which models of expanded service delivery are appropriate to meet the needs of eligible students d. Provide training for all involved staff for successful implementation of chosen models e. Implement the selected models supported by the operating budget f. Evaluate the effectiveness of expanded inclusionary service delivery for impact on student learning	Year 1 (11) Year 2 (12) Year 3 (13) Ongoing-annual Year 4 (14) Ongoing-annual	Central Office Team, Principals, General Education and Special Education Staff
2. Promote the appreciation and acceptance of the strengths and capabilities of all individuals in the learning environment	a. Planned district-wide and school-based activities that education and celebrate the appreciation of diversity and the promotion of equity as supported by the operating budget	Year 1 (11), onward	Extended Leadership Team, Teachers, Support Staff
3. Continue to provide professional development to appropriate special education and general education staff focusing on effective instruction in the delivery of inclusionary services	a. Professional development is provided in the area of the delivery of inclusionary services b. Staff participation in district-wide (by level) and building-based professional development offerings c. Increased demonstration of specific performance expectations d. Operating budget supports professional development programs	Year 1 (11), onward	Assistant Superintendent & Professional Development Committee, Central Office Team
4. Enhance current methods of responding to and supporting students demonstrating mental health issues	a. Review current resources available within the district and within the community to students in need b. Utilize data to identify additional supports and interventions within the district and within the community to expand resources c. Strengthened linkage between district and outside mental health agencies	Year 1 (11), onward	Central Office Team, Principals, Guidance Curriculum Team Leader, Nurse Leader, Guidance Counselors, School Nurses, School Psychologists, Social Worker, Staff
5. Increase recognition of early signs of actual, or potential, mental health issues while fostering a sensitivity and	a. Increased educational opportunities for all involved stakeholders b. Staff and community participation in	Ongoing-annual	Central Office Team, Principals, Guidance Curriculum Team Leader, Nurse Leader, Guidance Counselors, School Nurses, School

understanding of the challenges that students must cope with in their daily lives	<p>professional development offerings supported by the operating budget</p> <p>c. Professional development in the area of understanding and supporting, within the school setting, students facing mental health issues</p> <p>d. Increased demonstration of specific performance expectations</p>		Psychologists, Social Worker, Staff
6. Develop a plan in each school to add after school access to the libraries and media centers at all schools.	<p>a. After school access to libraries for students</p> <p>b. Programs available in libraries for students</p>	Year 1 (11), Onward	Superintendent, Asst. Superintendent, Principals
7. Continue to provide a variety of health services for students in grades Pre-K to 12.  Continue to strengthen physical education & health curriculum	<p>a. Review Essential Health Services Grant Monthly Activities Data</p> <p>b. Implement Continuous Quality Improvement Projects for Health Services</p> <p>c. Identify Health &amp; Wellness Goals for the School Health Advisory Council &amp; Wellness Committee</p> <p>d. Increase collaboration with Guidance Counseling and administration</p>	<p>Year 1 (11), onward</p> <p>Year 1 (11), onward</p> <p>Annual, ongoing</p> <p>Ongoing</p>	<p>Nurse Leader</p> <p>Nurse Leader</p> <p>Nurse Leader &amp; PE/Health Liaison</p> <p>Nurse Leader, Guidance CTL, Building Principals</p>

**Theme 6: Communication**

**Goal 1: Communicate Effectively Within the Wilmington Community** - The Wilmington Public Schools will promote the use of effective communication and interaction with all constituencies within the Wilmington Community. Our goal is to enhance the educational experience through the use of technology, various forms of media as well as traditional means of communication.

Strategies	Indicators of Success	Timeline	Person(s) Responsible (LEAD, SUPPORT, IMPLEMENT)
1. Develop activities to improve the quality of information available from the school system	a. Design a more dynamic and interactive school district web site b. Website will be the primary source of information from the school system and individual schools c. Information will be disseminated using a variety of media	Year 1 (11)  Ongoing  Ongoing	Superintendent Assistant Superintendent Principals Network Manager Webmasters
2. Create a task force to develop a comprehensive communication strategy	a. Appoint task force b. Develop a comprehensive communication strategy and submit it for adoption by the Superintendent c. Implement the communication strategy	Nov (11) Year 1 (11)  Year 2 (12), ongoing	Superintendent
3. Create vertical alignment teams to determine that the curriculum being taught is meeting district expectations	a. Create teams by subject area b. Schedule meetings for reviews c. Report results to the Superintendent and Principals	Oct./Nov. (11) Year 1 (11), ongoing Year 1 (11), ongoing	Principals Assistant Superintendent CTLs Teachers

**APPENDIX A**  
**Survey Key Findings**

## **Survey Key Findings:**

The survey revealed a number of findings that will support strategic plan development. We found that community and staff members believe that progress has been made towards meeting the goals of the current strategic plan. Many of these goals are designed to guide continued school progress. The results show the Wilmington Public School system is moving in a positive direction in addressing all of the goals in the strategic plan.

A number of areas were found to be areas for continued focus, including science/engineering technology, facilities, teacher recruitment and retention, professional development, technology and support services. Equally important are a number of strengths that were identified. These include English-Language Arts proficiency, social studies, relevant curriculum and programs, sports & extracurricular activities and student health & well-being.

As we move forward with the development of the new strategic plan, these results will provide the district with a focus that reflects the input from so many of our students, staff, parents and community members. We are grateful to all who took the time to fill out the survey.

## **Strengths/Values/Traditions**

### ***Parent/Community Group:***

- Community Involvement
- Safety
- Athletics
- Teaching Staff
- Music
- No fees
- Curriculum

### ***Staff***

- Strong sense of community
- Community Service
- Continued investment in technology
- Art/music programs
- Athletics
- Safety and atmosphere (commitment to anti-bullying program)

## **Emerging Trends**

*Improve in 3-5 years:*

### ***Parent/Community Group:***

- High School building (and others)

- Science program
- Mathematics
- Less focus on MCAS
- More programs for "gifted and talented"
- More after school opportunities (including extra help)
- Support services

### ***Staff***

- New high school
- Technology – need more
- Professional development
- Special Education (improve program effectiveness seems to be the theme)
- Reduce class size
- Facilities

### ***Student ideas for improvement:***

- Improve technology (wifi)
- Improve lunch
- Improve science
- New high school
- More hands on course options
- Allow ipods at lunch and between classes
- Buses – want heat and door to door pick up
- Add clubs
- Cleaner bathrooms

**APPENDIX B**  
**Opportunities for Growth and Development**

DRAFT

# **Wilmington Public Schools Strategic Planning Opportunities for Growth and Development**

## **Science/Engineering and Technology**

- Consistent Science/Engineering & Technology curriculum from school-to-school with common expectations for students.
- Ensure alignment with State Frameworks and the Common Core.
- Develop more project-based, real-world opportunities for students.
- Add up to date, state-of-the art equipment in all labs.
- Increase outreach to business and industry for in-class support as well as internship opportunities

## **Professional Development for Teachers**

- Professional development opportunities should be expanded and broadly-based
- Professional development should focus on project-based learning, student centered lessons, Science/Engineering & Technology and writing.
- Provide expanded professional development opportunities for new teachers
- Examine ways to create common planning time for teachers.

## **Facilities**

- Improve and upgrade facilities.
- Continue with routine maintenance of the facilities.
- Create a long-term capitol improvement plan for each facility.
- Build a new high school or renovate the current high school.
- Continue emphasis on a safe and secure school environment for learning.

## **Technology**

- Integrate technology into instruction.
- Upgrade the district web sites.
- Expand the availability of technology in the schools.
- Increase the use of technology; make it available for everyone.
- Expand bandwidth to meet the ever increasing needs of technology applications.

## **Support Services**

- Improved guidance support for college and career readiness as outlined in the Common Core.
- Improve transition programs to support the transition from 3-4, 5-6, 8-9 grades.
- Develop a team approach/response to support students with emotional issues.
- Increase access to libraries/media for students before and after hours.
- Explore inclusion programs that better support students in the least restrictive environment.
- Continue to implement health/wellness programs to benefit students.