



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

School Improvement Plan – 2015-2017

Weymouth High School

DISTRICT VISION

Educational excellence for every Weymouth Student: Students graduate from Weymouth Public Schools with the academic skills, knowledge and mindsets necessary to succeed in college and career and are prepared to tackle and solve the most important problems in our local and global communities.

DISTRICT THEORY OF ACTION

IF we increase collaborative problem solving among all educators; use data as part of an aligned system of curriculum, accountability and inquiry; and engage parents and community members as partners,

THEN we will elevate instructional practices, better personalize instruction, increase support to students, and produce learners that meet high standards and are prepared to succeed in college and career.

DISTRICT STRATEGIC LEVERS

PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE:

Provide professional learning and opportunities for collaboration that improve educator practice by focusing on the instructional core.

EFFECTIVE USE OF DATA:

Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.

PARENT AND COMMUNITY ENGAGEMENT:

Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.

The Weymouth Public Schools create a supportive learning community that results in high achieving lifelong learners who actively contribute to society.



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PERFORMANCE NARROWING GAP GOALS

The following charts depict the current CPI for all students that participated in MCAS for the 2015-2016 school year. The charts show that WHS is on or above target in ELA but has declined in Math and has declined or remained unchanged in Science.

2016 English Language Arts Proficiency Gap Narrowing

	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		96.7	97.5	97.6	0.1	98.1	98.4	43	468	100	Above Target
High needs		91.2	93.8	94.3	0.5	94.9	95.6	47	159	75	On Target
Econ. Disadvantaged		95.8	95.8	94.8	-1.0	96.2	97.9	40	111	25	No Change
ELL and Former ELL		-	-	-	-	-	-	-	11	-	-
Students w/disabilities		80.6	88.1	90.2	2.1	88.7	90.3	42	66	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	1	-	-
Asian		-	-	-	-	-	-	-	21	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	17	-	-
Hispanic/Latino		94.0	-	-	-	-	97.0	-	32	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	15	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		97.3	98.0	98.3	0.3	98.4	98.7	38	382	100	Above Target

- Based on the 2011 CPI Baseline (84.6) and calculated projections toward the 6 Year Goal, (92.3) we will aim to narrow proficiency gap for **ALL students** by increasing our CPI rating by 1.3 per year. **The goal is to achieve a CPI of 91 in 2016.**
- Based on the 2011 CPI Baseline (75.0) and calculated projections toward the 6 Year Goal, (87.5) we will aim to narrow proficiency gap for **HIGH NEEDS students** by increasing our CPI rating by 2.1 per year. **The goal is to achieve a CPI of 85.4 in 2016.**

*** The CPI (Composite Performance Index) is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and mathematics.*



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2016 Mathematics Proficiency Gap Narrowing

	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2015 CPI	2016 CPI	CPI Change	2016 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		91.8	90.3	90.1	-0.2	95.2	95.9	37	474	25	No Change
High needs		80.3	79.1	79.3	0.2	88.5	90.2	35	161	50	Improved Below Target
Econ. Disadvantaged		85.6	85.6	84.8	-0.8	86.8	92.8	48	112	25	No Change
ELL and Former ELL		-	-	-	-	-	-	-	11	-	-
Students w/disabilities		62.0	63.8	68.8	5.0	77.8	81.0	37	68	50	Improved Below Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	1	-	-
Asian		-	-	-	-	-	-	-	21	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	16	-	-
Hispanic/Latino		83.3	-	-	-	-	91.7	-	33	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	14	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		93.2	91.5	92.0	0.5	96.0	96.6	34	389	50	Improved Below Target

- Based on the 2011 CPI Baseline (81.7) and calculated projections toward the 6 Year Goal, (90.9) we will aim to narrow proficiency gap for **ALL students** by increasing our CPI rating by 1.5 per year. **The goal is to achieve a CPI of 89.4 in 2016.**
- Based on the 2011 CPI Baseline (66.3) and calculated projections toward the 6 Year Goal, (83.2) we will aim to narrow proficiency gap for **HIGH NEEDS students** by increasing our CPI rating by 2.8 per year. **The goal is to achieve a CPI of 80.4 in 2016.**



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GROWTH TARGET GOALS

2016 English Language Arts Growth

	0 10 20 30 40 50 60 70 80 90 100	2015 SGP	2016 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating
All students		55.0	54.0	-1.0	51.0	No	385	75	On Target
High needs		39.0	52.0	13.0	51.0	Yes	124	75	On Target
Econ. Disadvantaged		47.0	53.0	6.0	51.0	No	85	75	On Target
ELL and Former ELL		-	-	-	51.0	-	6	-	-
Students w/disabilities		29.0	45.0	16.0	51.0	No	49	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-
Asian		-	-	-	51.0	-	14	-	-
Afr. Amer./Black		-	-	-	51.0	-	10	-	-
Hispanic/Latino		-	-	-	51.0	-	26	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	10	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-
White		54.0	54.0	0.0	51.0	Yes	325	75	On Target

➤ The student growth percentile (SGP All students) was 50.5 in 2015. This indicates an increase (5) from the previous year (45.5). Based on the 6 year goal (51), we aim to increase the SGP (to surpass the goal) by 2 in 2016 to 52.5.

***The SGP (Student Growth Percentile) compares a student's MCAS score with the scores of all students in the state at that grade level who received similar MCAS scores in prior year*

2016 Mathematics Growth

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	0 10 20 30 40 50 60 70 80 90 100	2015 SGP	2016 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating
All students		49.0	55.0	6.0	51.0	No	388	75	On Target
High needs		47.5	49.0	1.5	51.0	No	123	50	Below Target
Econ. Disadvantaged		43.0	46.0	3.0	51.0	No	83	50	Below Target
ELL and Former ELL		-	-	-	51.0	-	6	-	-
Students w/disabilities		49.0	49.0	0.0	51.0	No	49	50	Below Target
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	-	-	-
Asian		-	-	-	51.0	-	14	-	-
Afr. Amer./Black		-	-	-	51.0	-	9	-	-
Hispanic/Latino		-	-	-	51.0	-	27	-	-
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	10	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-
White		51.0	54.0	3.0	51.0	No	328	75	On Target

➤ The student growth percentile (SGP All students) was 56 in 2015. This indicates an increase (17) from the previous year (39). We aim to increase the SGP by 2 in 2016 to 58.



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SCHOOL-WIDE PROFESSIONAL PRACTICE GOAL

WHS faculty will revise analytic rubrics to improve their cross-curricular utility for all courses so that they increase and improve the frequency of skill instruction in all classrooms.

WHS faculty will develop and implement structured and coordinated professional development which allows staff to apply the skills, practices, and ideas gained in order to improve curriculum, instruction and assessment.

WHS faculty will create a structured grading system that ensures fairness for all students while respecting the need for teacher, subject, and content based autonomy.

WHS staff and faculty members will improve their capacity to support students whose social, emotional, behavioral, other circumstantial challenges inhibit their ability to access curriculum and successfully participate in school day activity.

WHS faculty will increase and expand their capacity to instruct on behalf of skill development as it aligns with content and curriculum. Teachers will increase the frequency with which they create mission based lesson plans that are embedded with explicit skill based learning objectives.

WHS faculty will increase their capacity to rely on data to inform their instructional practices and strategies with the support of Instructional Planning Newsletter created by WHS Data Coaches.

WHS faculty will continue to work within departments and PLC meetings to assess and improve subject and content based assessments to improve the alignment of instructional and assessment practices within subject and content areas.

WHS faculty will assess and revise all curriculum and syllabi to ensure that all courses reflect the core values, beliefs and mission of Weymouth High School.

WHS faculty will create a process that measures to ensure the alignment of the written and taught curriculum.

WHS faculty will identify Wildcat Ways that identify the core instructional practices and learning experiences that should occur in all courses, classrooms, and periods.

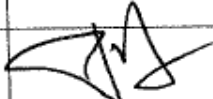
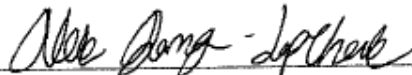
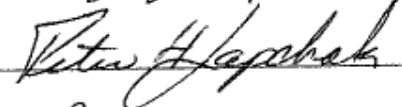
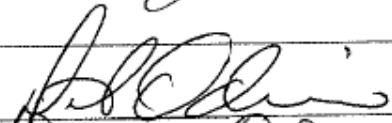

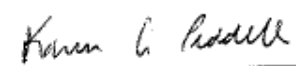
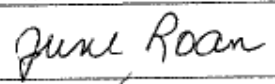
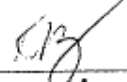
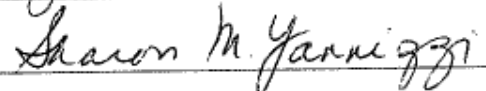
WHS faculty will conduct a comprehensive assessment review to ensure that all assessments in all classes reflect our core values, beliefs and mission.



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SCHOOL COUNCIL MEMBERSHIP

NAME	POSITION	SIGNATURE
Patricia Fisher	Parent	
Peter Haviland	Principal/Co-Chair	
Alex Jang-Lapchak	Student	
Peter Lapchak	Parent/Co-Chair	
Sue O'Neil	Parent	
David Odierno	Parent	
Diane Oliverio	Community Representative	
Karen Peddell	Community Representative	
June Roan	Teacher	
Karen Roy	Teacher	
Sharon Yannizzi	Teacher	



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SCHOOL VISION NARRATIVE

Using the first edition of the Weymouth High School Instructional Planning Newsletters (IPN), the Instructional Leadership Team (ILT) conducted a root cause analysis protocol to generate core areas of improvement for the upcoming 15-17 WHS School Improvement Plan. The same IPN documents were shared with the entire faculty during the November 2015 faculty meeting. All faculty members participated in the same protocol and supported the conclusions that the ILT proposed to generate a plan for improvement related to vocabulary expansion, basic math skill development, social and emotional support, and parent and community engagement.



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PERFORMANCE CHALLENGE: LITERACY

1. Weymouth High School 10th grade students scored below state averages when asked to use context clues to define vocabulary and closely analyze a text. While DORA data shows that WHS narrows reading comprehension gaps for our 9th through 11th grade CP students, vocabulary deficiencies are not reduced at the same rate. This further corroborates MCAS concerns over vocabulary. Additionally, SAT and PSAT data place WHS students below state averages on their critical reading.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
WHS Instructional Planning Newsletters: ELA MCAS DORA SAT PSAT Skills Rubric Scores	<p>Weymouth High School students perform below state averages when asked to define vocabulary in context and closely analyze a text.</p> <p>WHY? Students do not engage a text closely enough to practice using contextual clues or analyzing specific parts of a text.</p> <p>WHY? Word work and close readings require a reading stamina that is foreign to many students.</p> <p>WHY? Students at the high school level spend much of their time reading short text messages, Twitter posts of 140 characters or less, or Instagram feeds of entirely visual material. Word work and close readings are not part of their normal literary diet and thus deficits exist when they must call on this stamina in class.</p> <p>WHY? Students do not gain enough practice working on these skills in classes because professional development around literacy is only beginning to address this cultural shift.</p> <p>WHY? Reading strategies at the high school tend to be implicit, thus explicit teaching of context clues and close analysis are lacking.</p>	How can teachers provide students with the strategies necessary to define vocabulary in context and more closely analyze a text?



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THEORY OF ACTION

If students engage in word work and close readings across the curriculum, then they will improve their ability to use contextual clues to define words and to closely analyze a text.

OBJECTIVE / GOAL: To improve students' abilities to define vocabulary in context and closely analyze a text (CCSS.ELA-Literacy.CCRA.L.4, CCRA.R.4 and 5) as evidenced by achieving state averages on reading scores in MCAS, PSAT and SATs.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1,2	Review current assessment data to create an organizational plan for future data to continue to inform instructional strategies. Detail with ongoing practice related to IPN/Data Coaches/Faculty meetings	Immediately increases faculty awareness of reading deficiencies allowing for strategies to be informally implemented in individual classroom lesson plans across the curriculum.	Midterm and End of Year Faculty Meeting Agendas which prioritize the communication of data points.	All teachers	Ongoing 2015-2017
1,2	2. Revise the Strategic Reading rubric to address close reading and vocabulary throughout all content areas. While this rubric correctly pushes students to "Accurately assess how point of view, purpose, or structure shapes the content and style of a text." it leaves out word choice in the critique section. Additionally, defining key vocabulary should be added in the demonstration of comprehension criteria.	By ensuring that the school-wide reading assessment mechanism requires students to perform tasks related to their area of need, students will gain additional practice with these skills.	By the end of semester one of 2017 research will have been completed to inform the revised rubric. By the end of term three 2017 the rubric will have been rewritten and approved by faculty.	ILT to create the draft of the SR Rubric All teachers to use the rubric in their classrooms.	Complete by Feb 2017
1,2	3. Train all teachers how to access and analyze DORA scores for their specific students	With this information teachers can differentiate instruction.	Successful completion of the training during a 2016 Faculty Meeting.	Admin, EdTech, Data Coaches	Complete by Dec 2016

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1	4. Provide all faculty with training on how to model word work and close reading during the half days of April 12 th , May 3 rd , and June 7 th . These PD sessions should be both by department allowing for horizontal alignment and through interdisciplinary workshops This would allow for the sharing of pedagogical strategies among staff members and the digesting of strategies gained at SEI courses.	Teachers can begin to lead close readings of content specific texts allowing students to gain guided practice in the skills of using context and closely analyzing a text.	Successful completion of the training, evidence from teacher action plans from the PD sessions and anecdotal data from teacher observations.	Building Administration to schedule PD ILT to plan PD All teachers to implement PD in their classrooms	June 2016
1	5. ELA summer curriculum institute to create vocabulary lists for required texts in English I, II and III.	Teachers can begin to use these vocabulary lists to teach using context to define key words.	All ELA I, II and III will be provided with these vocabulary lists for the 16/17 school year.	Building Administration to secure funding ELA department members to sign-up.	Completed by late August of 2016
1	6. Social Studies department curriculum institute to create a warehouse of engaging short texts tied to department essential questions in the survey courses that teachers can use to do word work and close readings.	Teachers can use these resources in their lessons	All Social Studies teachers will be provided with short texts to use in their courses for the 16/17 school year.	Building Administration to secure funding Social Studies department members to sign-up.	Completed by late August of 2016
1	7. Based on the spring PD teachers in those content areas will implement lessons in which they engage in guided practice with close readings. Lessons will ask students demonstrate mastery through either oral or written communication.	School-wide focus on close reading across the curriculum.	MCAS, PSAT and SAT reading scores	Data Coaches ILT All faculty	September 2017
1	8. Based on the spring PD, teachers in those content areas will implement word work strategies to improve student vocabulary within their content areas.	School-wide focus on word work across the curriculum.	MCAS, PSAT and SAT reading scores	Data Coaches ILT All faculty	September 2017



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PERFORMANCE CHALLENGE: MATHEMATICS

2. A large number of Weymouth High School Students do not achieve the needed results on high school level standardized tests as compared to the state and in their Algebra I courses.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED (include multiple sources when available)	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
DOMA MCAS PSATs SATs Retention Rates Teacher Input	<p>Why? Current high school based instructional strategies and curriculum obligations are not sufficiently positioned to address the range of math skill of the incoming freshman.</p> <p>Why? Graduation and Common Core requirements place expectations on teachers to keep pace with curriculum objectives which inhibit their ability to generate and access data sources from which they can construct appropriate learning objectives, instructional strategies, and assessment practices.</p> <p>Why? Despite the ongoing work in the Vertical Articulation Teams, current data sources are misaligned and incomplete.</p> <p>Why? Current placement tests only are administered to 8th grade students enrolled in Algebra I and two different assessment tools are used between the middle school and high school for all math students. (DOMA/IReady/PARCC/MCAS)</p> <p>Why? There isn't a process in place that sufficiently reviews assessment tools and student performance results, nor is there a process through which student skill gaps are identified and appropriate instructional interventions designed.</p>	<p>How can teachers develop assessment tools that inform instructional practices in all 9th grade math classrooms so that graduation and Common Core requirements are met and skill gaps are addressed?</p>



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THEORY OF ACTION

If vertically designed assessment tools are developed to better inform high school teachers of the skill gaps of incoming 9th graders then high school teachers can use this data to create instructional strategies that address student need while allowing to keep pace with Common Core and graduation requirements.

OBJECTIVE / GOAL: To develop and align assessment tools that better inform high school teachers of the incoming 9th grade student skill range and to align instructional strategies and resources that will support students with skill based needs and meet the common curricular expectations.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
2	Review current assessment data to create an organizational plan for future data to continue to inform instructional strategies. Detail with ongoing practice related to IPN/Data Coaches/Faculty meetings	Teachers will develop organizational habits to access and review data sources to inform instruction especially as it relates to student need.	June of 2016 a departmental data review process will be created and implemented.	Data Coaches, Teachers, Administration.	June 2016
2	Align norm-based assessment tools from middle school and high school for identifying learning gaps and measuring growth for all incoming 9 th grade students.	Teachers leverage the alignment of the assessment tools to inform instruction.	Assessment tools will have been identified and implemented. Evidence of teacher utilization will be through the evaluation process and PLC minutes.	Administration, Teachers and VAT members.	June 2016
2	Connect student performance results from aligned data sources to inform ongoing instructional strategies.	Teachers will review curriculum to reflect student need evident from data analysis and implement appropriate instructional strategies to	ILT will review curriculum and assessment documents.	ILT, Teachers.	Ongoing



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		address this need.			
1	Provide specific professional development for teachers to differentiate instruction based on individual student needs.	Teachers will develop innovative strategies to address student need.	Student Performance Data.	Teachers, Administration, and Math Consultants.	Ongoing
1	Revise curriculum for incoming 9 th grade students to address student need and implement changes to the curriculum and related instructional strategies.	Propose curricular changes allow for increased student success.	Student Performance Data.	Teachers and Administration.	Ongoing



School Improvement Plan – Weymouth High School



PERFORMANCE CHALLENGE: FAMILY AND COMMUNITY ENGAGEMENT AND SCHOOL CULTURE

3. WHS must leverage family, community, and student engagement in an informed effort to strengthen programs and practices to increase active citizenship among our students.

While many gains have been made in the culture and climate of WHS, areas of concern still exist. Most notably, Weymouth High School continues to have an attendance rate below that of district averages across the state. (91.8% vs. 94.7% for 2015). In Massachusetts 12.9% of students were chronically absent last year, meaning they had more than 18 unexcused absences, or 10% of the school year. At WHS last year, 26.1% of students were chronically absent, putting WHS 13.2% above the state average an increase of 3% above the state average compared to 2013. This trend of chronic absenteeism has continued to increase in WHS since 2011. Beyond attendance, other concerning data has come to light concerning civility and student voice. According to the Endicott survey of WHS students done for NEASC in 2015, only 36.3% of students indicated that they think students respect teachers and 24.9% of students think students respect one another. In the same survey, 41.6% of staff responded in disagreement that teachers, students and parents are meaningfully involved in decision-making to promote an atmosphere of responsibility and ownership at WHS. Solving school mindsets such as these, will require meaningful parent and community input into the selected solutions and active engagement with the programming implemented.



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SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
Active Citizenship Rubric Data Attendance Data Endicott Survey of Parents and Students	<p>There are students who are not active citizens in our school community either through their participation in classes, ownership of their educational experience, or spirit in their school.</p> <p>WHY?</p> <p>Some institutional policies, such as the WHS attendance policy, send a message of less than rigorous expectations about active student participation in classes.</p> <p>WHY?</p> <p>These policies arise out of institutional practices and programs which are disengaged from family and community input and lack informed student ownership.</p> <p>WHY?</p> <p>WHS has only begun to appropriately leverage family, student and community engagement to appropriately strengthen the culture and climate of such a large institution</p> <p>WHY?</p> <p>WHS has yet to formulate a community-informed attendance policy, create procedures for consistent student ownership of their educational experience, nor regularly conducts activities to promote community engagement with school spirit.</p>	<p>How can WHS engage community stakeholders so that we may partner together to improve attendance, increase student ownership in their educational experience, and foster school spirit?</p>



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THEORY OF ACTION

If WHS partners with the school community to revise policies regarding attendance, implements programs to strengthen student ownership of their educational experience, and engages the larger community through events to foster school spirit then active citizenship among our students will improve.

OBJECTIVE /GOAL:

WHS will improve attendance, increase student ownership and foster school spirit through a collaborative revision of the attendance policy, the implementation of programs to strengthen student ownership of their educational experience, and the execution of community events to foster school spirit. This will be evidenced by an improvement in attendance rates, year-end student active citizenship scores, and the increased existence of school spirit events.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
2,3	Attendance - Engage the school community (parents, businesses members, community stakeholders, and students) in researching and developing a revised attendance policy to address the observed attendance issue at WHS.	New attendance policy	Increase in WHS attendance rate and a decrease in the percentage of students chronically absent.	School Council Student Government Administration	2016-2017 Research and Development 2017-2018 Implementation
1	Student Ownership - Implement a Student Government Association model that ensures communication and coordination between class councils, student advisory group and student voice summit. Include the new Bill Proposal model to show actionable results. This model will work to engender student voice on all other aspects of this goal.	Creation of a functioning Student Government Association	Increase in ownership and communication ratings of surveyed student leaders	Class council advisers, Student Advisory Group advisers, and Student Citizenship Director SAG Class officers SVS	2015-2016 Research and Development 2016-2017 Implementation
1	Student Ownership – Fully develop programming and create mechanisms to provide for annual programming needs of the Wildcat Way period so that all students a.) have a faculty member that is concerned with	Engage students in one meaningful College and Career Readiness activity per month.	Increase in positive student responses using the NEASC Endicott Survey data as a benchmark	Administration ILT	2016-2017 Implementation for revised implementation

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	their achievement of the school's 21st century learning expectations. b.) take ownership in small advising groups of their own course selection c.) partner with local community members to learn about college and career through special speakers and CCR focused assemblies.				
2,3	Student Ownership/Attendance -Engage the school community (parents, businesses members and students) in research and development on a positive reinforcement system based on the active citizenship rubric	Creation of a Positive Reinforcement system at WHS	Increase in student Active Citizenship Scores.	School Council Student Government Administration	2016-2017 Research and Development 2017-2018 Implementation
1	Student Ownership – Obtain functional technology and create a yearly production schedule for the WCAT. Programming will target school spirit needs.	WCAT programming shown in Wildcat Way periods	Increase in the amount of positive school programming shown to the whole school.	Administration WCAT	2015-2016 Research and Development 2016-2017 Implementation
1	School Spirit - Continue the pep rally model implemented this year and work with the district to solidify and expand the Weycathlon so that WHS may continue to celebrate active citizenship and inspire the younger grades.	Pep rallies	Increase in positive student responses using the NEASC Endicott Survey data as a benchmark	Administration Student Government	2016-2017 Implementation



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PERFORMANCE CHALLENGE: SOCIAL, EMOTIONAL AND BEHAVIORAL DEVELOPMENT

4. The multitude and severity of needs presented by the WHS student population exceed the interventions that we have available to address them. These needs are academic, behavioral and social-emotional in nature, with some students exhibiting difficulties in multiple areas. As a result of these obstacles, students struggle to progress towards graduation.

SCHOOL AND CLASSROOM SOURCES OF DATA ANALYZED	ROOT CAUSES The 5 WHYs	PROBLEM OF PRACTICE
<ul style="list-style-type: none">EWISRetention Rates (90 repeating freshman; 17 3rd year freshman)Dropout RatesAbsentee RatesCourse Failure RatesConduct ReferralsSIT ReferralsSpecial Education Rates (mandated counseling)Demographic Composition DataOut-of-District Tuition Budget for social-emotional needsAdjustment Counselor ReferralsProgram-Specific Data (e.g. Transition Room, Foundation, Twilight, etc.)Home Tutoring DataCRA involvement51A FilingHospitalizations	<ol style="list-style-type: none">The needs of the student population exceed the interventions available at WHS.Opportunities for the student body to develop social, emotional and/or behavioral skills are limited and uncoordinated.Student support specialists (e.g. administrators, counselors, psychologists, etc.) are forced to triage students who have an acute need for social, emotional and/or behavioral development.There are no school wide and/or classroom practices in place to offer social-emotional support to students.Our professional development, instructional resources and programming is not responsive to students' social-emotional needs.	<p>How can we support the development of both academic and social-emotional skills in order to prepare students to be successful in college and career?</p>



School Improvement Plan – Weymouth High School



THEORY OF ACTION

If all students have opportunities for development of social-emotional skills in their classrooms and/or in individualized interventions depending on level of need, they will be better prepared for academic success in high school, as well as success in college or career.

OBJECTIVE /GOAL: Weymouth High School will plan for more coordinated and responsive supports to develop all students' social-emotional skills in classrooms and/or in individualized interventions.

District Lever	Action Steps/Tasks	Proposed Instructional Change	Plan for Measurement	Responsible Person / Team	Timeline
1, 2	Research and design alternative interventions to address students' social-emotional needs and decrease dropout rates.	<ul style="list-style-type: none"> Create a proposal for expanded alternative pathways. Begin collaboration with outside agencies Develop alternative therapy opportunities Continue development and implementation of support groups 	<ul style="list-style-type: none"> WHS Action Plan & Proposal for District Student Referral Data Surveying student and teachers before and after group intervention 	SIT, Administration, Counseling Department, ILT	2016 – 2017
3	Develop parent resources and community engagement opportunities to support students with social-emotional needs.	<ul style="list-style-type: none"> Communication with parents about available resources Creation of partnership with multiple agencies for resources both in and out of school Develop presentations for parents 	<ul style="list-style-type: none"> Survey Attendance to presentations Parent response/questions 	Mr. Balan, Counseling Department	2016-2017 Research and Development 2017-2018 Implementation
1, 3	Provide all faculty with continued trauma-sensitive training to build capacity to support the range of student need.	<ul style="list-style-type: none"> Identify student needs and WHS objectives Identify or develop suitable professional development opportunities and create a timeline for their delivery 	<ul style="list-style-type: none"> Professional Development Action Plan 	Administration, ILT	2016 – 2017

The Weymouth Public Schools create a supportive learning community that results in high achieving lifelong learners who actively contribute to society.



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1, 2, 3	Engage students in the development of curriculum for social-emotional development.	<ul style="list-style-type: none">▪ Promote Student-created videos▪ Utilize Peer Mentoring▪ Utilize Student Voice	<ul style="list-style-type: none">▪ Final product of student videos▪ Creation of Peer Mentoring process	Administration, Counseling Department, SIT, ILT	2016-2017 Research and Development 2017-2018 Implementation
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School Improvement Plan – Weymouth High School



List accomplishments that your school community has made related to the School Improvement Plan and each objective/goal:

OBJECTIVE / GOAL: If students engage in word work and close readings across the curriculum, then they will improve their ability to use contextual clues to define words and to closely analyze a text.

1. As a result of the instruction task force, an instruction focus on literacy was developed. During the summer of 2016-2017, the role of Strategic Reading specialist was created.
2. The strategies in the Strategic Reader's Toolbox focus on six areas; one of these teaches students strategies to establish context for their reading, another teaches students strategies for vocabulary acquisition.
3. In the fall of 2016, all WHS teachers participated in professional development surrounding literacy. In these sessions, teachers acquired specific strategies to aid student vocabulary acquisition and reading comprehension using the Strategic Reading Toolbox.
4. MCAS scores in the past showed a weakness in vocabulary. Students needed to do better in vocabulary so freshman teachers are implementing vocabulary through and SAT book. Students will learn one or two words a day. iReady is going to be used to look at vocabulary data, alone with mid-term and final exam.
5. Common vocabulary section on mid-term and final exams.
6. Teachers were trained in iReady at the beginning of the school year
7. During the 2015-2016 SY, the Instruction Task Force at Weymouth High School began work on a Strategic Reading Toolbox to provide cross curricular reading techniques to faculty and students. This was completed in the summer of 2016 in collaboration with The Hill for Literacy Group. Members of the faculty are provided opportunities via our professional learning communities to study these strategies and plan for their implementation.
8. In the fall of 2016, a high school representative was added to the district wide literacy team
9. In the fall of 2016, the high school moved to the iReady reading assessment. This test will be administered to more students, with greater frequency than previous years. We are hopeful that these measures will yield more robust data than previous assessments, allowing us to better identify, and support, students with literacy deficits. Part of this data specifically assesses student vocabulary; as such, this is an important diagnostic as we continue our efforts to improve vocabulary instruction.



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OBJECTIVE / GOAL: To develop and align assessment tools that better inform high school teachers of the incoming 9th grade student skill range and to align instructional strategies and resources that will support students with skill based needs and meet the common curricular expectations.

1. Using current data sources WHS created PLC models using the APT cycle of analysis, planning, and teaching. Also, data coaches provide quarterly instructional planning newsletters to all staff for analysis and to inform instruction.
2. Implemented iReady at the high school to align with all schools in the district. Data coaches and teachers were trained on how to analyze iReady data. Based on middle school iReady and MCAS data, we identified 45 students and created three 15 student Algebra I CP classes.
3. Through data analysis students with high need related to math were identified. Teachers were provided with training on the use of new Common Core aligned textbooks (Big Ideas) with curriculum that provides students with intervention based math support.
4. Teachers have begun to work with a district based math coach who observed instructional practices, reviewed student performance results, and provided feedback and recommendations for department wide improvement.

OBJECTIVE / GOAL: WHS will improve attendance, increase student ownership and foster school spirit through a collaborative revision of the attendance policy, the implementation of programs to strengthen student ownership of their educational experience, and the execution of community events to foster school spirit. This will be evidenced by an improvement in attendance rates, year-end student active citizenship scores, and the increased existence of school spirit events.

1. The attendance task force was created and has a proposal in place for the student handbook that will align our attendance policy with state mandates. In addition, it will serve as a policy to improve student attendance.
2. Student voice summit meets once per term and have met three times up to this point. They have made at least a dozen bill proposals. Each proposal is based on issues including school policy, graduation colors, in school communication, student pep rallies, and the creation of a Student Bill of Rights.
3. During the 2016-2017 school year CCR speakers presented to 11th graders during the Wildcat Way period. Homeroom period was created to give students an opportunity to work with a faculty member who is concerned with their 20th century skills.
4. The student voice summit created a bill that is proposed and under review for the purposes of leveraging active citizenship rubric data to provide positive reinforcements. Also, through survey data, collaboration, and faculty meetings the high school administration has created a rule (effective January 30th) that allows students who are on time to school to have appropriate outside beverages.
5. A student summit bill is under review that will create a pep rally model that is inclusive and creates a wide range of student interests. Weymouth High School also hosted its 2nd annual Weycathalon (June 2016).



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OBJECTIVE / GOAL: Weymouth High School will plan for more coordinated and responsive supports to develop all students' social-emotional skills in classrooms and/or in individualized interventions.

1. The Guidance Dept. goes into the classroom and provides the students with the SOS (Signs of Suicide) Presentation each Spring. 10th or 11th grade students are targeted for this presentation as the 9th grade students get a portion of this program when they take Health class. Also, goes into ELA classes so that they connect with every student in the grade. The presentation is the length of one classroom.
2. Oct 2016- The school/district provided the Trauma Sensitive Training (John Brown and Katie White) to the entire staff at the high school.
3. Guidance attended a school professional development session- Classroom Focused Mindfulness (Janet Fontana- outside consultant). Some teachers in the school are using mindfulness techniques in their classrooms
4. Our Collaboration with the Caron Foundation has provided a limited number of students with opportunities to participate in more group oriented sessions on topics related to substance abuse.
5. Through the creation of strategic relationships with community supports, Weymouth High students can benefit from the services of therapists, mentors, etc.
6. **Cohort 2020** is a pilot program for 15 freshman who have been determined through EWIS data and current high school data (grades, attendance, behavior) to be in need of an early intervention so they don't repeat 9th grade. The program will have an emphasis on social-emotional development and provide access to online learning. The cohort will be assessed to determine whether the added social-emotional curriculum impacts student learning and success in school.
7. In January/February 2017 WHS will provide the Anti-Defamation League's "A CLASSROOM OF DIFFERENCE™" training. This training will provide high school teachers, administrators and other education professionals with the knowledge, tools and resources to address issues of explicit and implicit bias, prejudice and discrimination, and promote an inclusive learning environment in which racial, cultural and other human differences are respected and valued.



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What additions or changes does your school community plan to incorporate into the 2017-2021 School Improvement Plan?

Based on a review of the SIP, the following additions represent longer term objectives to be rolled into the next SIP:

- WHS faculty will revise analytic rubrics to improve their cross-curricular utility for all courses so that they increase and improve the frequency of skill instruction in all classrooms.
- WHS faculty will develop and implement structured and coordinated professional development which allows staff to apply the skills, practices, and ideas gained in order to improve curriculum, instruction and assessment.
- WHS faculty will create a structured grading system that ensures fairness for all students while respecting the need for teacher, subject, and content based autonomy.
- WHS staff and faculty members will improve their capacity to support students whose social, emotional, behavioral, other circumstantial challenges inhibit their ability to access curriculum and successfully participate in school day activity.
- WHS faculty will increase and expand their capacity to instruct on behalf of skill development as it aligns with content and curriculum. Teachers will increase the frequency with which they create mission based lesson plans that are embedded with explicit skill based learning objectives.
- WHS faculty will increase their capacity to rely on data to inform their instructional practices and strategies with the support of Instructional Planning Newsletter created by WHS Data Coaches.
- WHS faculty will continue to work within departments and PLC meetings to assess and improve subject and content based assessments to improve the alignment of instructional and assessment practices within subject and content areas.
- WHS faculty will assess and revise all curriculum and syllabi to ensure that all courses reflect the core values, beliefs and mission of Weymouth High School.
- WHS faculty will create a process that measures to ensure the alignment of the written and taught curriculum.
- WHS faculty will identify Wildcat Ways that identify the core instructional practices and learning experiences that should occur in all courses, classrooms, and periods.



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- WHS faculty will conduct a comprehensive assessment review to ensure that all assessments in all classes reflect our core values, beliefs and mission.



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PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021

Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
<u>Academic Discourse:</u> aligning curriculum, instructional practices, assessment, and equitable grading practices. Focus on rigorous teaching practices that support student-centered learning.	Ensure vertical and horizontal alignment of all content and subject based curriculum.	ILT/Curriculum Coordinators	2017-2021
<u>Effective use of Data:</u> Continue to develop internal systems to review assessment, data, student conduct and attendance, and skill rubrics.	Ensure that PLCs implement the APT model (analysis, planning, and teach)	Data Teams/PLCs/ILT	2017-2021
<u>Social-Emotional Learning:</u> Implement PBIS, while continuing to develop interventions to support students in need. Leverage current resources to create innovative interventions, trauma sensitive mindset, and instructional strategies that recognize social emotional deficits.	Ensure that all staff continues to receive training, support, and resources in order to build awareness and implement strategies for students in need.	Administration/Counselors/ILT	2017-2021



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