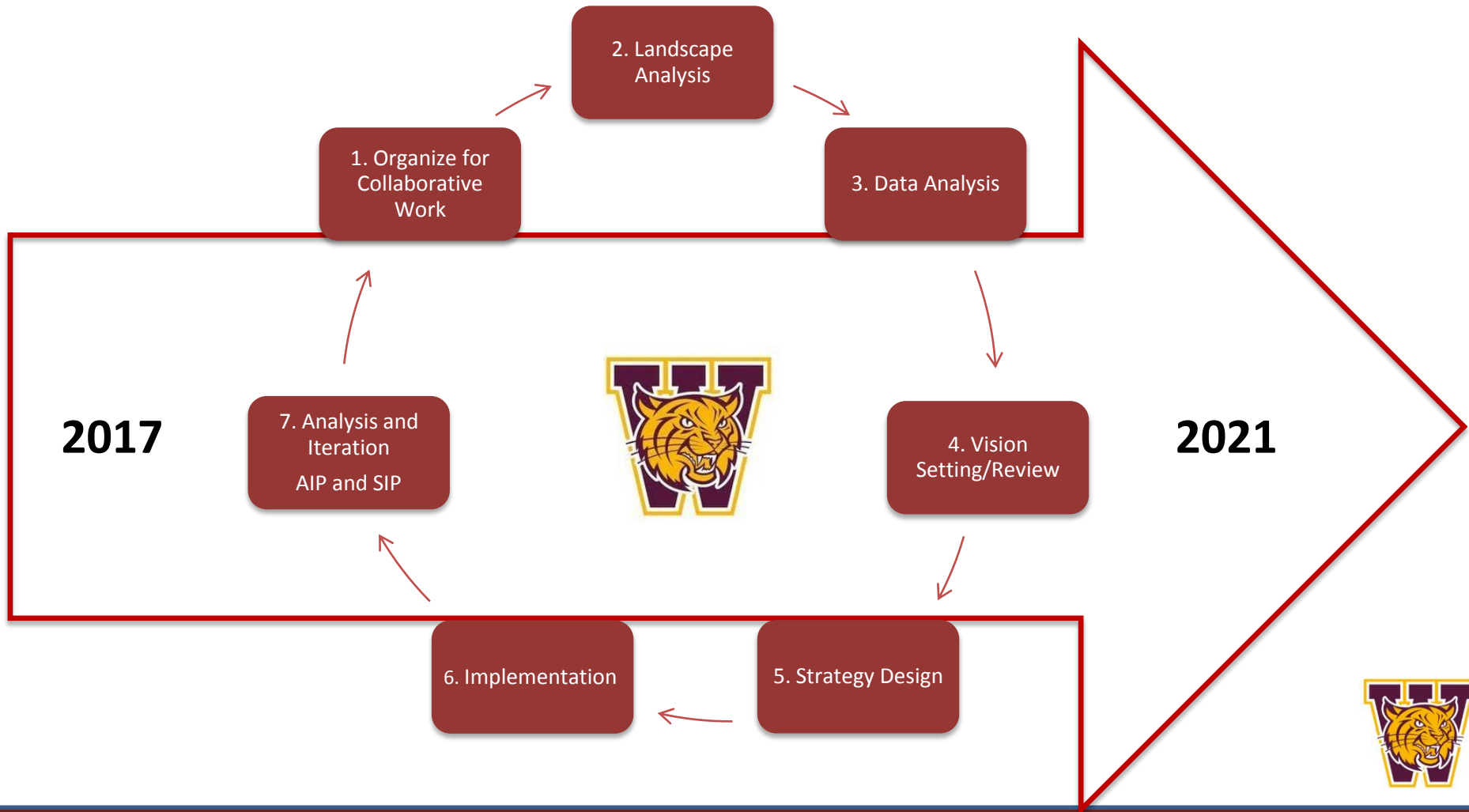# Overview

- Summary of Student Performance Data
- Four Performance Challenges
    1) Literacy
    2) Mathematics
    3) Family Engagement and School Culture
    4) Social, Emotional and Behavioral Development
- Accomplishments and Key Initiatives
- Resource Priorities

Organizing for Improvement:
Revised Process for 2017-2021

2017

2021

1. Organize for Collaborative Work

2. Landscape Analysis

3. Data Analysis

4. Vision Setting/Review

5. Strategy Design

6. Implementation

7. Analysis and Iteration

AIP and SIP

Alignment with
District Strategic Levers

1. **PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE:** Provide professional development and opportunities for collaboration that improve educator practice by focusing on the instructional core.

2. **EFFECTIVE USE OF DATA:** Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.

3. **PARENT AND COMMUNITY ENGAGEMENT:** Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.

Analysis of Student Data

MCAS Achievement Levels Percentages

GRADE 10 - ENGLISH LANGUAGE ARTS

ACHIEVEMENT LEVEL	2013	2014	2015	2016
ADVANCED	37	34	41	41
PROFICIENT	57	62	51	52
NEEDS IMPROVEMENT	5	4	7	6
FAILING	2	0	1	1

GRADE 10 – MATHEMATICS

ACHIEVEMENT LEVEL	2013	2014	2015	2016
ADVANCED	42	45	39	42
PROFICIENT	35	36	38	33
NEEDS IMPROVEMENT	16	16	17	20
FAILING	7	3	6	5

GRADE 10 - SCIENCE AND TECH/ENG

ACHIEVEMENT LEVEL	2013	2014	2015	2016
ADVANCED	31	36	29	35
PROFICIENT	46	44	48	46
NEEDS IMPROVEMENT	18	18	18	14
FAILING	5	2	5	4

Weymouth High School Achievement Compared to the State

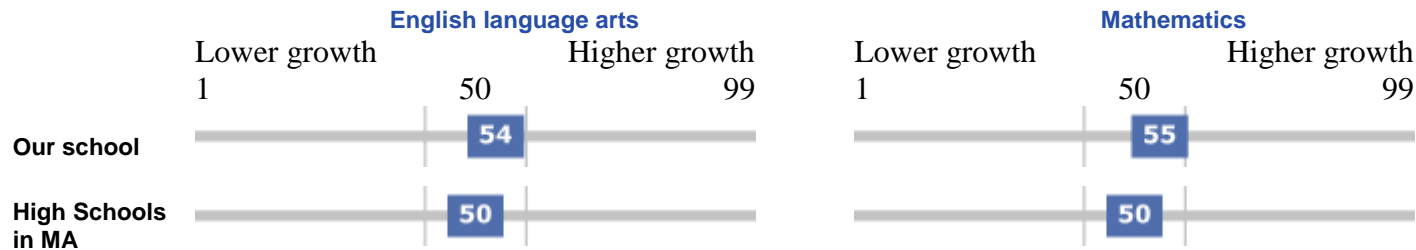## How does our school's achievement over time compare to the state?

The transitional Composite Performance Index (CPI) is a number from 1-100 that represents the extent to which all students are progressing toward proficiency in a given subject. When all students demonstrate proficiency on MCAS and/or PARCC tests, the CPI will be 100. Our school's transitional CPIs for 2013-2016 are below.

	English language arts				Mathematics				Science			
	2013	2014	2015	2016	2013	2014	2015	2016	2013	2014	2015	2016
Our school	97.2	98.6	97.5	97.6	87.8	92.1	90.3	90.1	90.2	92.3	89.9	92.2
High Schools in MA	97.0	96.2	96.9	96.9	90.5	90.2	90.1	90.0	88.3	88.1	88.5	89.4

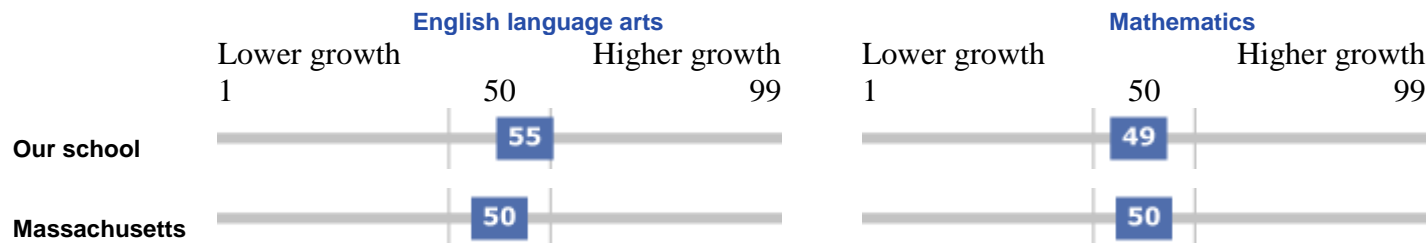# Weymouth High School Growth compared to the state

How does our school's growth compare to the state?

Transitional Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2016 are below. (Note: Growth values are truncated.)

Last year's growth compared to the state?

Student Growth Percentiles (SGPs) measure gains in student achievement from year to year. SGPs between 40 and 60 represent moderate growth. Our school's median SGPs for 2015 are below. (Note: Growth values are truncated.)

Performance Narrowing Gap Goals

ELA MCAS Goals:

- We will aim to narrow proficiency gap for **ALL students** by increasing our CPI rating by 1.3 per year to achieve a <u>CPI of 91 in 2016</u>.
  - **2016 CPI rating: 97.6**
- We will aim to narrow proficiency gap for **HIGH NEEDS students** by increasing our CPI rating by 2.1 per year to achieve a <u>CPI of 85.4 in 2016.</u>
  - **2016 CPI rating: 94.3**

Math MCAS Goals:

- We will aim to narrow proficiency gap for **ALL students** by increasing our CPI rating by 1.5 per year to achieve a <u>CPI of 89.4 in 2016</u>.
  - **2016 CPI rating: 90.1**
- We will aim to narrow proficiency gap for **HIGH NEEDS students** by increasing our CPI rating by 2.8 per year to achieve a <u>CPI of 80.4 in 2016</u>.
  - **2016 CPI rating: 79.3**

What contributed to these results?

- Emphasis of literacy focus across the school
  - Creation of instructional supports
  - Use of a Literacy Support Specialist
  - Professional development on explicit literacy instruction
- Continued focus on data analysis through subject based PLCs.
  - Use of student data to drive instructional improvements.
- Expanded co-teaching model with professional development to support students on IEPs.
- Continued emphasis on skill instruction.

Areas of Continued Focus

- Improved, but still below targets in reducing the proficiency gaps in Math

- Closing the gaps in subgroups, especially students with disabilities and high needs.

What are we doing to improve these results?

- Data and assessment analysis through our Data Coaches.
- Increase the frequency and effectiveness of skill instruction.
- Increase and improve the use and function of data as it relates to instructional strategies.
- Professional development to support and expand the capacity of teachers to meet the need of all learners.
- Comprehensive plan to ensure that all lesson plans, instructional strategies, and assessment/grading practices align with the core values and beliefs of Weymouth High School.

School Improvement Plan is Organized Around
Four Performance Challenges

Performance Challenge 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.

Performance Challenge 1: Literacy
Key Initiatives

- Provide professional development for all faculty to model word work and close reading.

- Implement lesson plans that engage students in guided practice with close reading.

- Implement word work strategies to improve student vocabulary within content areas.

Performance Challenge 1: Literacy
Key Initiatives

- Review current assessment data to create an organizational plan for future data to continue to inform instructional strategies.

- Continue to support teachers and administrators in their use of data to improve student outcomes.

- Revise the skill-based analytical rubrics.

- Curriculum changes to build warehouse of engaging short text.

- Curriculum institute to create vocabulary lists for application in ELA I, II, and III courses.

Performance Challenge 1: Literacy *Accomplishments*

- Our 2016 Instructional Task Force created a plan for literacy to be the instructional focus for the entire 2016-2017 school year for all courses in all content areas.

- A Strategic Reading Specialist created the Strategic Readers Toolbox with an emphasis on establishing context in reading and vocabulary acquisition. PD was provided in the fall of 2016.

- The Strategic Readers Toolbox was created in conjunction with summer time work with the Hill for Literacy Group.

Performance Challenge 1: Literacy *Accomplishments*

- Freshman teachers addressed prior MCAS vocabulary deficits by identifying SAT level vocabulary and created daily vocabulary acquisition exercises and common vocabulary sections on midterm and final exams.

- WHS fully adopted and implemented the use of IReady as a vertically articulated assessment tool.

- In the fall of 2016 a high school representative was added to the district literacy team

Performance Challenge 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.

Performance Challenge 2: Mathematics
Key Initiatives

- Review current assessment data to create an organizational plan for future data to continue to inform instructional strategies.

- Align norm-based assessment tools from middle school and high school for identifying learning gaps and measuring growth for all incoming 9th grade students.

- Connect student performance results from aligned data sources to inform ongoing instructional strategies.

- Provide specific professional development for teachers to differentiate instruction based on individual student needs.

- Revise curriculum for incoming 9th grade students to address student need and implement changes to the curriculum and related instructional strategies.

Performance Challenge 2: Mathematics *Accomplishments*

- Using current data sources WHS introduced a variety of models of data analysis including the Analysis, Planning, Teaching model in PLC's. This work represents the beginning phase of implementing data analysis models throughout the entire school.

- WHS Data Coaches provide quarterly Instructional Planning Newsletters to all staff for analysis and to inform instruction.

- Using all available data resources including IReady, MCAS, a small focused Algebra I CP classes were created. Due to limited resources, only three classes were created. At the close of semester 1, over 95% of the students are succeeding

Performance Challenge 2: Mathematics Accomplishments

- This data analysis identified students with high needs related to math. Teachers were trained on the use of new Big Ideas Common Core aligned texts that contains curriculum serving as intervention based math support.

- Teachers have begun to work with a part time retired math specialist who observes instructional practices, reviews student performance results, and provides feedback and recommendations for department wide improvement.

Performance Challenge 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.

Performance Challenge 3:
Family Engagement and School Culture
Key Initiatives

- Research and develop policy and practices related to improving student attendance that involve parents and families.

- Increase student voice, ownership, pride, and spirit.

- Continue to develop the Wildcat Way period.

- Enhance and increase the quality and frequency of school communication.

- 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.

Performance Challenge 3:
Family Engagement and School Culture
Accomplishments

- To address and improve attendance a 2016 Attendance Task Force proposed language for the student handbook to align our attendance policy with state mandates. This will be proposed via Policy Sub for review of potential outcomes.

- Student Voice Summit meets once per term. 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.

Performance Challenge 3:
Family Engagement and School Culture
Accomplishments

- 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.

- A Student Voice Summit bill is under review that will create a pep rally model that is inclusive and offers a wide range of activities based on student interests. Weymouth High School also hosted its 2nd annual Weycathalon (June 2016).

- Through survey data, collaboration, and faculty meetings the high school administration has made adjustments to internal process to increase cooperation and accountability.

Performance Challenge 3:
Family Engagement and School Culture
Accomplishments

- A daily homeroom period was created to support all students, connect to an adult in a non-academic environment and to increase school wide communication and participation.

- During the 2016-2017 school year CCR speakers presented to 11th graders during three Wildcat Way periods.

- WHS teachers started training with the Anti-Defamation League's A Classroom Of Difference Institute to foster school wide respect, civility, and cooperation and to make WHS a safe, inclusive, and welcoming environment for all members of our school community.

Performance Challenge 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.

Performance Challenge 4:
Social Emotional Behavioral Development
Key Initiatives

- Research and design alternative interventions to address students' social-emotional needs and increase the graduation rate.

- Develop parent resources and community engagement opportunities to support students with social-emotional needs.

- Provide all faculty with continued trauma-sensitive training to build capacity to support the range of student need.

- Engage students in the development of curriculum for social-emotional development.

Performance Challenge 4:
Social Emotional Behavioral Development
Accomplishments

- Through data analysis, the Cohort 2020 pilot program for freshman was developed and started this semester.

- Cohort 2020 is designed to decrease the number of freshman repeat the 9th grade and reduce dropout rate.

- Cohort 2020 will focus on social emotional development and classroom instruction strategies designed to engage and increase the likelihood of success. Student's social-emotional development will be assessed and analyzed to inform instructional strategies for our high needs students.

Performance Challenge 4:
Social Emotional Behavioral Development
Accomplishments

- In the spring of 2017 WHS will launch a student involved program using the Anti-Defamation League's curriculum "A World of Difference". This experience will provide our school 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.

- Guidance Counselors will visit classrooms to provide the SOS (Signs of Suicide) presentation in the spring.

- All WHS teachers were provided with Trauma Sensitive training in the fall of 2016.

Performance Challenge 4:
Social Emotional Behavioral Development
Accomplishments

- Through the creation of strategic relationships with community supports, Weymouth High students can benefit from the services of therapists, mentors, etc.

- The Weymouth Police provide support via the D.A.R.T (Drug Assistance Resource Team) for issues related to substance abuse.

Resource Priorities

Resource Priorities

- Curriculum oversight and support

- Increased guidance staff

- Increased Foreign Language Staff

- Increased exploratory staffing to provide expanding learning opportunities

- Increase CTE staff

- Increased Special Education Staff

Questions and Discussion