



School Improvement Plan – 2017 - 2021

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.
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PERFORMANCE NARROWING GAP GOALS

The following charts depict the current CPI for all students that participated in MCAS for the 2016-2017 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.

2017 English Language Arts Proficiency Gap Narrowing											About the Data
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2016 CPI	2017 CPI	CPI Change	2017 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		96.7	97.6	97.9	0.3	98.4	98.4	44	444	100	Above Target
High needs		91.2	94.3	94.7	0.4	95.6	95.6	47	150	75	On Target
Econ. Disadvantaged		95.8	94.8	96.8	2.0	96.5	97.9	64	109	75	On Target
ELL and Former ELL		-	-	-	-	-	-	-	13	-	-
Students w/disabilities		80.6	90.2	91.7	1.5	90.3	90.3	48	60	100	Above Target
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	1	-	-
Asian		-	-	-	-	-	-	-	16	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	13	-	-
Hispanic/Latino		94.0	96.1	89.8	-6.3	97.0	97.0	34	27	0	Declined
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	12	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		97.3	98.3	98.3	0.0	98.7	98.7	39	375	100	Above Target

Summary > 2017

- 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 92.3 in 2017.**
- 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 87.5 in 2017.**

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2017 Mathematics Proficiency Gap Narrowing											About the Data
	0 10 20 30 40 50 60 70 80 90 100	Baseline CPI	2016 CPI	2017 CPI	CPI Change	2017 Target	6 Year Goal	CPI Percentile in School Type	N	PPI Points	Rating
All students		91.8	90.1	90.7	0.6	95.9	95.9	37	445	50	Improved Below Target
High needs		80.3	79.3	80.3	1.0	90.2	90.2	36	152	50	Improved Below Target
Econ. Disadvantaged		85.6	84.8	84.7	-0.1	88.0	92.8	48	111	25	No Change
ELL and Former ELL		-	-	-	-	-	-	-	13	-	-
Students w/disabilities		62.0	68.8	66.1	-2.7	81.0	81.0	28	62	0	Declined
Amer. Ind. or Alaska Nat.		-	-	-	-	-	-	-	1	-	-
Asian		-	-	-	-	-	-	-	17	-	-
Afr. Amer./Black		-	-	-	-	-	-	-	14	-	-
Hispanic/Latino		83.3	79.5	78.7	-0.8	91.7	91.7	45	27	25	No Change
Multi-race, Non-Hisp./Lat.		-	-	-	-	-	-	-	12	-	-
Nat. Haw. or Pacif. Isl.		-	-	-	-	-	-	-	-	-	-
White		93.2	92.0	91.8	-0.2	96.6	96.6	27	374	25	No Change

- 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 90.9 in 2017.**
- 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 83.2 in 2017.**

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GROWTH TARGET GOALS

2017 English Language Arts Growth										About the
	0 10 20 30 40 50 60 70 80 90 100	2016 SGP	2017 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		54.0	49.0	-5.0	51.0	Yes	373	75	On Target	
High needs		52.0	46.0	-6.0	51.0	Yes	115	75	On Target	
Econ. Disadvantaged		53.0	46.0	-7.0	51.0	Yes	88	75	On Target	
ELL and Former ELL		-	-	-	51.0	-	4	-	-	
Students w/disabilities		45.0	34.5	-10.5	51.0	Yes	44	75	On Target	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	1	-	-	
Asian		-	-	-	51.0	-	12	-	-	
Afr. Amer./Black		-	-	-	51.0	-	8	-	-	
Hispanic/Latino		-	-	-	51.0	-	19	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	11	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		54.0	48.0	-6.0	51.0	No	322	50	Below 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. Given the disappointing results in 2017 our SGP for 2018 is based upon the upward trend prior to 2017 and is 57

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2017 Mathematics Growth										Abo
	0 10 20 30 40 50 60 70 80 90 100	2016 SGP	2017 SGP	SGP Change	6 Year Goal	Met Safe Harbor?	N	PPI Points	Rating	
All students		55.0	45.0	-10.0	51.0	No	370	50	Below Target	
High needs		49.0	36.0	-13.0	51.0	No	113	25	Below Target	
Econ. Disadvantaged		46.0	36.0	-10.0	51.0	No	87	25	Below Target	
ELL and Former ELL		-	-	-	51.0	-	4	-	-	
Students w/disabilities		49.0	33.0	-16.0	51.0	No	43	25	Below Target	
Amer. Ind. or Alaska Nat.		-	-	-	51.0	-	1	-	-	
Asian		-	-	-	51.0	-	13	-	-	
Afr. Amer./Black		-	-	-	51.0	-	9	-	-	
Hispanic/Latino		-	-	-	51.0	-	19	-	-	
Multi-race, Non-Hisp./Lat.		-	-	-	51.0	-	11	-	-	
Nat. Haw. or Pacif. Isl.		-	-	-	51.0	-	-	-	-	
White		54.0	46.0	-8.0	51.0	No	317	50	Below 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 AND to 60 by 2017. For 2018 given the disappointing results for 2017(45) our SGP goal is 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.

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WHS faculty will develop a systematic approach to Wildcat Ways to achieve the maximum benefit in ensuring that each student has an adult member of the faculty who knows the student well and assists the student in achieving the school's 21st century learning expectations.

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
Alan Strauss	Principal/Co-Chair
Karen Monahan	Associate Principal
Peter Lapchak	Parent/Co-Chair
Diane Oliverio	Community Representative
Sue O'Neil	Parent
Karen Peddell	Community Representative
June Roan	Teacher
Karen Roy	Teacher
Sharon Yannizzi	Teacher
Mary-Ellen Devine	Community Representative
April Innis	Parent
Alex Jang-Lapchak	Student
Elizabeth Morse	Parent
Molly O'Neil	Student
David Odierno	Parent

SCHOOL VISION NARRATIVE

In order to most create a sustainable vision for Weymouth High School that both supported the District's plan as well effectively develop a plan that centered around multiple types of analysis, the new administration's entry plan included multiple lenses. To begin the year, all stakeholders- (parents, Central Office, teachers, staff and students) spoke with informally and formally to help look at the areas of growth that were most pressing for WHS. All faculty and staff were asked to be part of a survey on what they were excited about for 2017-18 and where their concerns were as well as the areas they felt were most pressing. The instructional Leadership team(ILT) in conjunction with the newly created Assistant Directors 7-12 as well as the District Curriculum leaders K-12 began to analyze MCAS, iReady, AP, and SAT data. In formulating this analysis with information from the aforementioned stakeholder meetings and the NEASC report information and we formulated a plan for improvement related to Family Engagement and School Culture, Social, Emotional and Behavior Development, vocabulary expansion, basic math skill development, alignment with the State in MassCore, and increased AP participation and scores.

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PERFORMANCE CHALLENGE 1

WHS must leverage family, community, and student engagement in an informed effort to strengthen programs, develop pride and habits of mind to increase active citizenship among our students.

Problem of Practice: How can WHS engage community stakeholders so that we may partner together to improve school climate and culture which will provide student ownership in their educational experience, attendance in school, participate in extracurricular activities, and foster school spirit?

Objectives/Goals: Improve School Climate

School climate as described in research, refers to the quality and character of school life as it relates to values and beliefs, interpersonal relations and social interactions, and organizational processes and structures. As research proves, school climate sets the tone for all the learning and teaching done in the school environment and is predictive of students' ability to learn and develop in healthy ways. By creating a positive school climate our teacher retention will increase, lower dropout rates, increase student attendance, decreased incidences of violence, and higher student achievement.

Process: As with any improvement, it is a continuous process of preparation, evaluation, action plan, and re-evaluation. This process has been started in our first 60 days as we begin to build an improved culture and climate.

Initiatives:

- Reestablish Parent Council
- Meet monthly with all stakeholders within school- students, parents, paras, security, IT, faculty, cafeteria staff, and union reps
- Increase student voice, ownership, pride, and spirit.
- Continue to develop the Wildcat Way period.
- Enhance and increase the quality and frequency of school communication with weekly Sunday messages.

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- Bring back Night of 100 Stars
- Expand the Weycathlon so that WHS may continue to celebrate active citizenship and inspire the younger grades.
- Create a new attendance policy that will allow better alignment with state averages.

School and Classroom Data to Use:

Faculty Data

Student Data

Active Citizenship Rubric Data

Attendance Data

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PERFORMANCE CHALLENGE 2

The multitude and severity of needs presented by the WHS student population continues to increase. 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.

Problem of Practice: 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?

Objectives/Goals: Improve instructional strategies and provide support for student success

Process: Through research-based analysis identify multiple strategies effective in addressing social-emotional needs of students and provide professional development for educators of those strategies.

Initiatives:

- Through the creation of strategic relationships with community supports, such as Healthy Initiatives, Weymouth High students can benefit from the services of therapists, mentors, etc.
- The utilization of our SRO(School Resource Officer) into classrooms, working with groups of students and teachers
- Teachers professional learning goals are beginning to include increased understanding of Social Emotional needs
- The Weymouth Police provide support via the D.A.R.T (Drug Assistance Resource Team) for issues related to substance abuse.
- Implementation of SWPBIS - Phase 1 - Training Year
- Research and design alternative interventions to address students' social-emotional needs and increase the graduation rate.
- Ensuring socially and emotionally struggling students are prepared for post HS by ensuring their curriculum is relevant and personalized
- Develop parent resources and community engagement opportunities to support ALL students with social-emotional needs.
- Engage students in the development of curriculum for social-emotional development.
- WHS will continue with Anti-Defamation League's curriculum "A World of Difference" through our peer leaders program.
- Guidance Counselors will continue to visit classrooms to provide the SOS (Signs of Suicide) presentation in the spring.
- IWS restructured to look at SEL component.
- Ensure that procedures are in place to support the maintenance of timely and efficient procedures by all those involved in the student intervention team (SIT) and to create, implement and monitor progress of research-based intervention strategies to target academic, social/emotional, and transition needs of

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all students.

- Use the District Curriculum Accommodation Plan (DCAP) to guide teachers and support staff that all possible efforts have been made to meet student needs in general education classrooms and to support teachers in analyzing and accommodating the wide range of student learning styles.
- Admin team consistently analyzing data from referrals.
- Ensure students, families, and faculty are given opportunities to provide feedback of the quality of the school's delivery of services in the domains of health and guidance.
- Received ESSA 20k TITLE IVA Grant for fiscal year 2017 which will focus of Grant 9th grade retention rates with a focus on sub groups of both socially economically disadvantaged and males.

School and Classroom Data to Use:

- EWIS data
- Retention Rates (51 repeating freshman; 21 2nd year freshman; 4 3rd year freshman)
- Dropout Rates
- Absentee Rates
- Course Failure Rates
- Conduct Referrals
- SIT Referrals
- Special Education Rates (mandated counseling)
- Demographic Composition Data
- Out-of-District Tuition Budget for social-emotional needs
- Adjustment Counselor Referrals
- Program-Specific Data (e.g. Transition Room, Foundation, Cohort 2020, Online Learning, etc.)
 - Home Tutoring Data
 - CRA involvement
 - 51A Filing
 - Hospitalizations

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PERFORMANCE CHALLENGE 3

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 iReady data shows that WHS narrows reading comprehension gaps for our 9th through 10th grade 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.

Problem of Practice: How can teachers provide students with the strategies necessary to define vocabulary in context and more closely analyze a text?

Objectives/Goals: To improve students' abilities to define vocabulary in context and closely analyze a text in order to improve MCAS, PSAT and SAT scores.

Process:

Review current assessment data to create an organizational plan for future data to continue to inform instructional strategies. Train all teachers how to access and analyze iReady scores for their specific students

Initiatives:

- Continue to provide support through PLCs for all faculty to model word work and close reading.
- Continue to implement lesson plans that engage students in guided practice with close reading.
- Continue to implement word work strategies to improve student vocabulary within content areas.
- 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 which will continue 2017-18.

School and Classroom Data to Use:

ELA MCAS
iReady
SAT
PSAT
Skills Rubric Scores

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PERFORMANCE CHALLENGE 4

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 1 courses

Problem of Practice: 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?

Objectives/Goals: 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.

Process: Review current assessment data to create an organizational plan for future data to continue to inform instructional strategies. Connect student performance results from aligned data sources to inform ongoing instructional strategies.

Initiatives:

- 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.
- Teachers utilizing Big Ideas Common Core aligned texts that contain curriculum serving as intervention based math support.

School and Classroom Data to Use:

MCAS
iReady
PSATs
SATs

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PERFORMANCE CHALLENGE 5

Weymouth High School has significantly measured below state level on MassCore

Problem of Practice: How can we increase the percentage of Weymouth High School students who are significantly below their peers throughout the state in completing MassCore requirements?

Objectives/Goals: To align the graduation requirements for WHS to MassCore so our students are college and career ready which means that an individual has the knowledge and skills necessary for success in postsecondary education and economically viable career?

Process:

The Massachusetts High School Program of Studies (MassCore) is intended to help our state's high school graduates arrive at college or the workplace well prepared and reduce the number of students taking remedial courses in college. MassCore recommends a comprehensive set of subject area courses and units as well as other learning opportunities to complete before graduating from high school.

The recommended program of studies includes: four years of English, four years of Math, three years of a lab-based Science, three years of history, two years of the same foreign language, one year of an arts program and five additional "core" courses such as business education, health, and/or technology. MassCore also includes additional learning opportunities including AP classes, dual enrollment, a senior project, online courses for high school or college credit, and service or work-based learning.

Initiatives:

- Research data that focuses on Art offerings, look to increase our student completion of art requirement
- Research data that focuses on Foreign Language requirement, look to add Foreign language requirement to graduation requirement
- Research data that focuses on additional core courses, 5 units; look to align our academy model requirements to MassCore
- Continue to support our additional learning opportunities that include AP classes, capstone project, and service or work-based learning
- Research access to dual enrollment and online courses for high school/college credit
- Expand and enhance partnerships with colleges/universities that provide experiences for students regarding college life and access

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School and Classroom Data to Use:

Program of Studies, Course enrollment numbers

MassCore data

AP data

PERFORMANCE CHALLENGE 6

The percentage of Weymouth High Students taking AP classes is significantly lower than other districts. The percentages of students who receive a 1 are significantly higher than the state average

Problem of Practice: How can we increase the percentage of students taking AP tests at Weymouth High School is significantly lower than schools in MA, while the decreasing the number of scores at the 1 or 2 level.

Objectives/Goals: To increase the number of test takers and exams, while increasing scores of 3 and higher with particular emphasis on eliminating scores of 1.

Process: Utilizing a projection model as a pilot for 2017 and with full implementation for 2018, AP teachers will develop monthly projections of student success and struggles and develop personalized strategies for those students who project to a 1 or a 2. Teachers, as a cohort, will begin to look at grading practices to align with AP test scoring, receive more training and utilize PLC time as a AP cohort. The AP teachers will meet as cohort with Administration to look at practices as well as AP summary data supplied by the College Board each year.

Initiatives: Use of supplemental AP data from College board, monthly projection model as a pilot, grade correlation analysis

- AP test scores will be correlated with AP final grades- teachers will use 2017-18 to learn how to correctly score and correlate as finals grades for 2016 were significantly different than test scores
- Monthly projections will be developed for ALL students with a current 1 or 2 including specific strategies for improvement

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- Teachers of grades 9 and 10 will begin receiving appropriate Pre-AP training to understand skills needed to be successful at the AP level

School and Classroom Data to Use:

AP final grade data

Scoring summary from College Board

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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/ Principal	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	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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strategies that recognize social emotional deficits.			
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