



WEYMOUTH PUBLIC SCHOOLS

Strong Schools  Strong Community

# School Improvement Plan Weymouth High School

2017-2021





# Overview

- Summary of Student Performance Data
- SIX Performance Challenges
  - 1) Family Engagement and School Culture
  - 2) Social, Emotional and Behavioral Development
  - 3) Literacy
  - 4) Mathematics/Science MCAS
  - 5) MassCore
  - 6) AP
- Accomplishments and Key Initiatives
- Resource Priorities







**'IN TEACHING, YOU CAN'T DO  
THE BLOOM STUFF UNTIL  
YOU TAKE CARE OF THE  
MASLOW STUFF.'  
ALAN E. BECK  
@ASAELRUVALCABA**

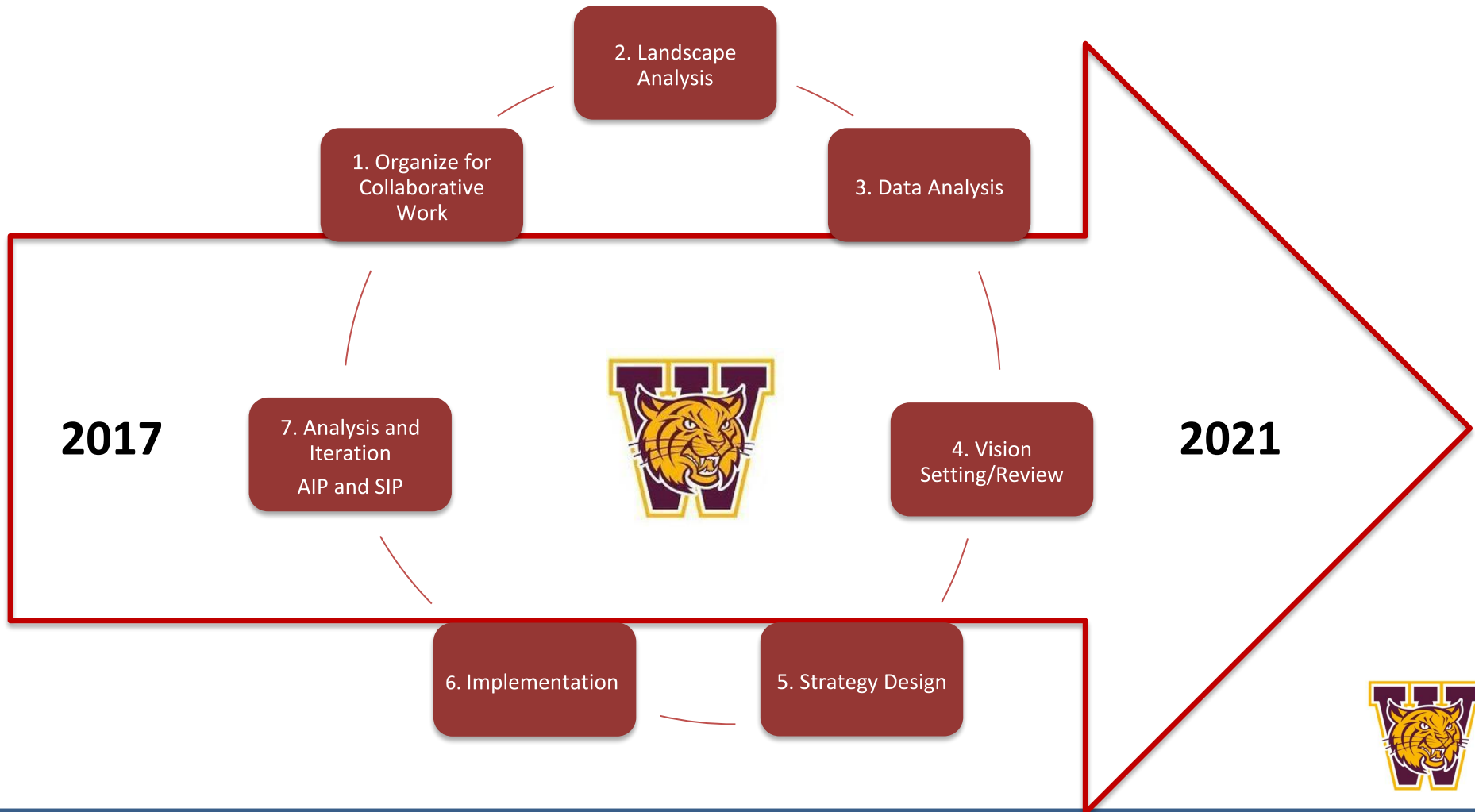
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# Organizing for Improvement:

Process for 2017-2021





# 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**



# Student Demographics

| Enrollment by Race/Ethnicity (2017 -2018) |                 |               |            |
|---|-----------------|---------------|------------|
| Race                                      | % of School WHS | % of District | % of State |
| African American                          | 5.2             | 6.2           | 9.0        |
| Asian                                     | 4.9             | 5.9           | 6.9        |
| Hispanic                                  | 7.9             | 8.8           | 20.0       |
| Native American                           | 0.2             | .2            | 0.2        |
| White                                     | 79.0            | 75.0.         | 60.1       |
| Native Hawaiian,<br>Pacific Islander      | 0.1             | 0.1           | 0.1        |
| Multi-Race,<br>Non-Hispanic               | 2.7             | 3.7           | 3.6        |





# Student Demographics

| Selected Populations (2017 - 2018) |             |               |            |
|------------------------------------|-------------|---------------|------------|
| Title                              | % of School | % of District | % of State |
| First Language not English         | 8.6         | 10.7          | 20.9       |
| English Language Learner           | 2.2         | 3.6           | 10.2       |
| Students With Disabilities         | 14.6        | 18.4          | 17.7       |
| High Needs                         | 35.2        | 41.5          | 46.6       |
| Economically Disadvantaged         | 24.9        | 28.1          | 32.0       |
| Enrollment by Gender (2017 - 2018) |             |               |            |
|                                    | School      | District      | State      |
| Male                               | 978         | 3,091         | 489,172    |
| Female                             | 922         | 2,934         | 464,753    |
| Total                              | 1,900       | 6,026         | 954,034    |





# MCAS Achievement Levels Percentages

| GRADE 10 - ENGLISH LANGUAGE ARTS |      |      |      |      |      |
|----------------------------------|------|------|------|------|------|
| ACHIEVEMENT LEVEL                | 2014 | 2015 | 2016 | 2017 | 2018 |
| ADVANCED                         | 34   | 41   | 41   | 40   | 46   |
| PROFICIENT                       | 62   | 51   | 52   | 54   | 45   |
| NEEDS IMPROVEMENT                | 4    | 7    | 6    | 5    | 7    |
| FAILING                          | 0    | 1    | 1    | 1    | 2    |
| GRADE 10 - MATHEMATICS           |      |      |      |      |      |
| ACHIEVEMENT LEVEL                | 2014 | 2015 | 2016 | 2017 | 2018 |
| ADVANCED                         | 45   | 39   | 42   | 45   | 41   |
| PROFICIENT                       | 36   | 38   | 33   | 33   | 32   |
| NEEDS IMPROVEMENT                | 16   | 17   | 20   | 18   | 18   |
| FAILING                          | 3    | 6    | 5    | 4    | 10   |
| GRADE 10 - SCIENCE AND TECH/ ENG |      |      |      |      |      |
| ACHIEVEMENT LEVEL                | 2014 | 2015 | 2016 | 2017 | 2018 |
| ADVANCED                         | 36   | 29   | 35   | 36   | 28   |
| PROFICIENT                       | 44   | 48   | 46   | 43   | 43   |
| NEEDS IMPROVEMENT                | 18   | 18   | 14   | 17   | 24   |
| FAILING                          | 2    | 5    | 4    | 4    | 5    |
|                                  |      |      |      |      |      |
|                                  |      |      |      |      |      |



# WHS Achievement Compared to State Data

## Composite Performance Index (CPI)

|                              | 2014 | 2015 | 2016 | 2017 | 2018 |
|------------------------------|------|------|------|------|------|
| <b>English Language Arts</b> |      |      |      |      |      |
| Our School                   | 98.6 | 97.5 | 97.6 | 97.9 | 96.6 |
| High Schools in MA           | 97.0 | 96.2 | 96.9 | 96.9 | 96.2 |
| <b>Mathematics</b>           |      |      |      |      |      |
| Our School                   | 92.1 | 90.3 | 90.1 | 90.7 | 86.7 |
| High Schools in MA           | 90.2 | 90.1 | 90.0 | 89.9 | 89.5 |
| <b>Science</b>               |      |      |      |      |      |
| Our School                   | 92.3 | 89.9 | 92.2 | 91.6 | 88.2 |
| High Schools in MA           | 88.3 | 88.1 | 88.5 | 89.4 | 89.3 |





# Attendance and Retention

## 2017 - 2018

|                                  | School | District | State |
|----------------------------------|--------|----------|-------|
| Attendance Rate                  | 92.7   | 94.1     | 94.6  |
| Average # of days absent         | 12.4   | 10.2     | 9.3   |
| Chronically Absent (10% or more) | 21.0   | 14.7     | 13.5  |
| Retention Rate                   | 4.1    | 1.6      | 1.3   |

|                   | 2015 | 2016 | 2017 | 2018 |
|-------------------|------|------|------|------|
| Retentions Rate % | 7.0  | 6.5  | 6.2  | 4.1  |





# Attendance WHS

## 2017-2018

|                                      | 2016 | 2017 | 2018 |
|--------------------------------------|------|------|------|
| <b>Average Number of Days Absent</b> | 12.7 | 12.4 | 12.5 |
| <b>Attendance Rate</b>               | 92.6 | 92.8 | 92.7 |
| <b>% Chronically Absent</b>          | 20.6 | 18.6 | 20.9 |

| <b>Grade</b> | <b>Average Number of Days Absent</b> | <b>Attendance Rate</b> | <b>% Chronically Absent</b> |
|--------------|--------------------------------------|------------------------|-----------------------------|
| <b>09</b>    | 14.0                                 | 92.1                   | 23.5                        |
| <b>10</b>    | 12.1                                 | 93.2                   | 19.6                        |
| <b>11</b>    | 12.4                                 | 93.0                   | 20.2                        |
| <b>12</b>    | 12.6                                 | 92.2                   | 24.3                        |





# **School Improvement Plan Organized Around Six Performance Challenges**



**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.**

**Performance Challenge 1**



# Performance Challenge 1:

## Family Engagement and School Culture

### *Key Initiatives*

- Continue to build Parent Council by providing voice in determining topics.
- Meet regularly with all stakeholders within school- students, parents, paras, security, IT, faculty, cafeteria staff, Union reps,
- Increase student voice, ownership, pride, and spirit.
- Increase faculty voice by establishing a faculty procedure committee.
- Continue to develop the Wildcat Way period.





# Performance Challenge 1

## Family Engagement and School Culture

### *Key Initiatives*

- Solidify and expand the Weycathlon so that WHS may continue to celebrate active citizenship and inspire the younger grades.
- Enhance and increase the quality and frequency of school communication with weekly Sunday messages as well as adding communications via Facebook, Twitter, and Remind.
- Continue the Night of 100 Stars celebrating our students.
- Created a new attendance policy for 2018-2019 that will align with state attendance policies, monitoring this current year, with enhancements for the handbook for the upcoming year.
- Bring Unified Sports to WHS, our first season is currently underway with Basketball





# Performance Challenge 1

## Family Engagement and School Culture

### *Accomplishments*

- IWS improved and utilized to improve and change behavior
- Weymouth Wildcat sideline store to build community for school, faculty, staff, clubs, and alumni
- <http://sideline.bsnsports.com/schools/massachusetts/south-weymouth/weymouth-high-school>
- Administration and Student Voice will celebrate our 2nd year of Scholar Wall
- Will develop criteria and unveiling of our Active Citizens Wall
- First Unified Basketball held at WHS.
- Meg Verlicco, Ed.D., has been added to a district role as a liaison for outside agencies and our SACs have met regularly with her and appreciate the additional support for wrap-around services.





# Scholar Wall



Evening of Scholars 2018





# Unified Sports - Basketball





# Weycathlon





The **multitude** and layer 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**.

## Performance Challenge 2



# **Performance Challenge 2:**

## **Social Emotional Behavioral Development**

### **Key Initiatives**

- Through the creation of strategic relationships and the addition of Meg Verlicco, Ed.D as the district liaison with community supports, 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 PBIS(Positive Behavior Intervention and Supports) - Phase 1 - Continue to train staff and work with the district on implementation





# Performance Challenge 2:

## Social Emotional Behavioral Development

### *Key Initiatives*

- 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.
- Restructure SIT (Student Intervention Team) to include implementing appropriate interventions from DCAP (District Curriculum Accommodation Plan).





# **Performance Challenge 2:**

## **Social Emotional Behavioral Development**

### ***Accomplishments***

- 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 (Independent Work Station) restructured to look at SEL (Social and Emotional Learning) component





# Performance Challenge 2:

## Social Emotional Behavioral Development

### *Accomplishments*

- Received ESSA 20k TITLE IVA Grant Highlights  
2017-2018 \$25,000 and 21 students/9 mentors  
2018-2016 \$50,000 and 25 additional students/same number of mentors
- Monthly full program meetings for mentors and mentees. We provide pizza/drinks and have announcements/play basketball/community building events.
- One field trip for "10th grade" students to Norfolk Country for "Project Youth". One field trip for 9th grade students in May 2019, location TBD.
- Adjustment Counselors and mentors that are involved in the Mentor Up program will be sending personalized invitations to parents/guardians to attend a meet & greet on the night of parent conferences in November.
- A quarterly newsletter will go to all 9th grade parents providing knowledge around adolescent development, school expectations, social/emotional challenges in order to improve school attendance, conduct, and academic performance.





# **Performance Challenge 2:**

## **Social Emotional Behavioral Development**

### ***Accomplishments***

- SALSA - WHS students partnering with Thayer Academy to bring Students Advocating Life without Substance Abuse to our primary schools.
- The Yellow Dress - our health teacher in conjunction with Dove will bring The Yellow Dress, a one woman show about domestic violence to WHS. Peer educator training will take place in November and then in February we will have classroom presentations about domestic violence.





**Weymouth High School 10<sup>th</sup> 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 9<sup>th</sup> through 10<sup>th</sup> 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 3**



# Performance Challenge 3: Literacy

## *Key Initiatives*

- Implement lesson plans that engage students in guided practice with close reading.
- Implement word work strategies to improve student vocabulary within content areas.
- Work with teachers to include in formative/summative assessments that focus of vocabulary knowledge.





# Performance Challenge 3: Literacy *Initiatives*

- 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.
- Curriculum Director, Assistant Directors and ILT will work to ensure Vertical Articulation 7-12 including meetings between 8/9 th grade teachers
- WHS fully adopted and implemented the use of IReady as a vertically articulated assessment tool and will continue to improved participation rate of students.





**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 4**



# Performance Challenge 4: Mathematics

## *Key Initiatives*

- Align norm-based assessment tools from middle school and high school for identifying learning gaps and measuring growth for all incoming 9<sup>th</sup> 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 9<sup>th</sup> grade students to address student need and implement changes to the curriculum and related instructional strategies.
- Offering MCAS tutoring for students that failed math MCAS in Spring of 2018.





# Performance Challenge 4: Mathematics

## *Accomplishments 17-18*

- Using current data sources WHS introduced a variety of models of data analysis including the Analysis, Planning, Teaching model in PLC's (Professional Learning Communities). 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.
- WHS Data Coaches provide data workbooks to all teachers with explicit data for individual students.





# Performance Challenge 4: Mathematics Accomplishments

- Data from MCAS analysis identified students with high needs related to math. Teachers utilizing Big Ideas Common Core aligned texts that contains curriculum serving as intervention based math support.
- Teachers have begun to work with the New Director k-12, Assistant Director 7-12 and ILT who all observe instructional practices, reviews student performance results, and provide feedback and recommendations for department wide improvement.





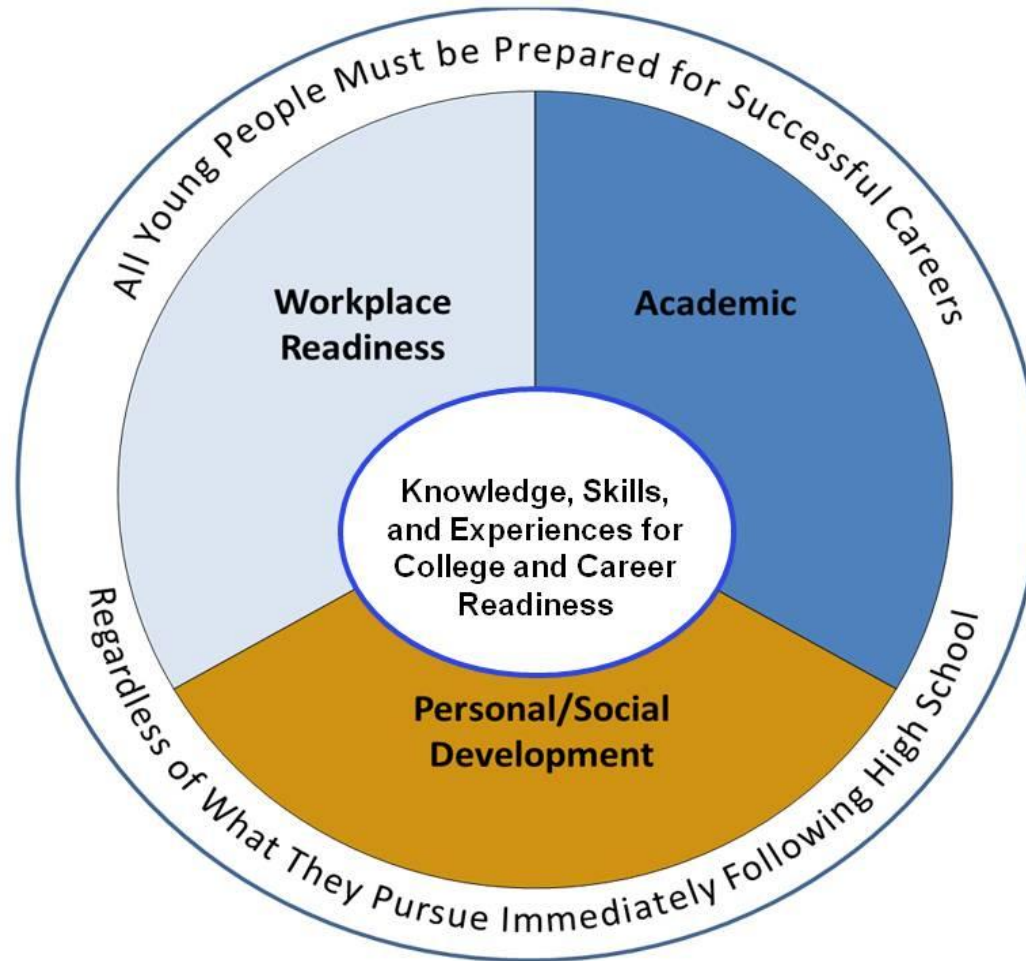
# Weymouth High School has significantly scored below state level on MassCore

| Mass Core Completion % | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|------------------------|-----------|-----------|-----------|-----------|
| Weymouth               | 28.4      | 14.5      | 42.1      | 45.1      |
| State Average          |           |           |           | 80.9      |
| Framingham             |           |           |           | 91        |
| Malden                 |           |           |           | 57.5      |
| Fall River             |           |           |           | 85.4      |
| Plymouth               |           |           |           | 81.1      |
| Quincy                 |           |           |           | 64.3      |

## Performance Challenge 5



# College and Career Readiness





# MassCore

|                                   |   |
|-----------------------------------|---|
| English/Language Arts             | 4 Units   |
| Mathematics                       | 4 Units<br>Including the completion of Algebra II or completion of the Integrated Math equivalent. All students are recommended to take a math course during their senior year. |
| Science                           | 3 Units of lab-based science<br>Coursework taken in technology/engineering may count for MassCore science credit.   |
| History/Social Science            | 3 Units<br>Including US History and World History.  |
| Foreign Language                  | 2 Units<br>Of the same language.  |
| Physical Education                | As required by law<br>State law (M.G.L. c. 71,s. 3) states: "Physical education shall be taught as a required subject in all grades for all students."                          |
| Arts                              | 1 Unit  |
| Additional Core Courses           | 5 Units<br>Other additional coursework (including CTE) or any of the courses above  |
| Additional Learning Opportunities | 22 Units - Is a minimum that students should take in high school  |





# Marketing Class at Gillette





# STEM Week

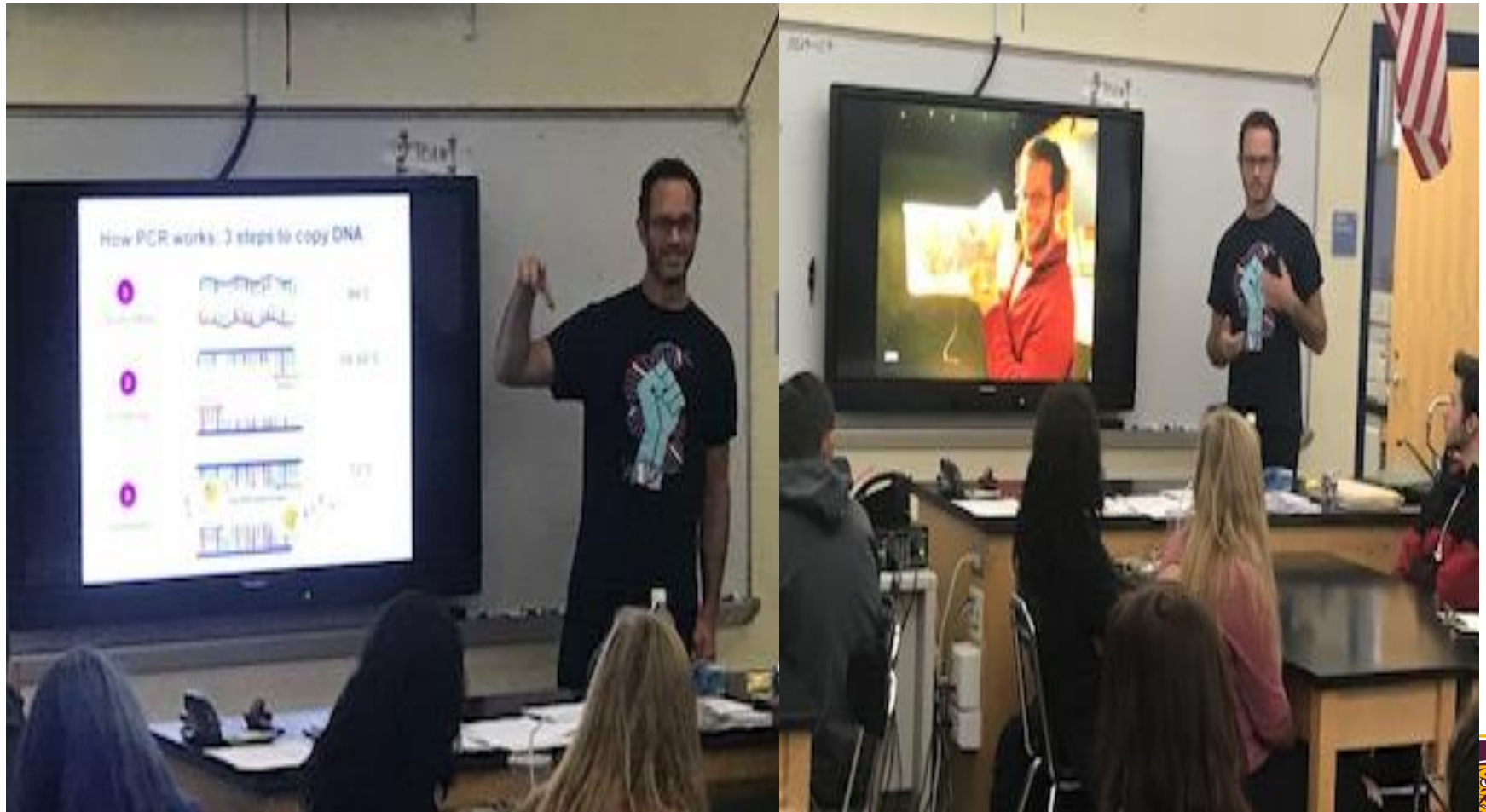
## Visit to Electroswitch





# STEM Week

## Guest Scientist from Amplus Biotech





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

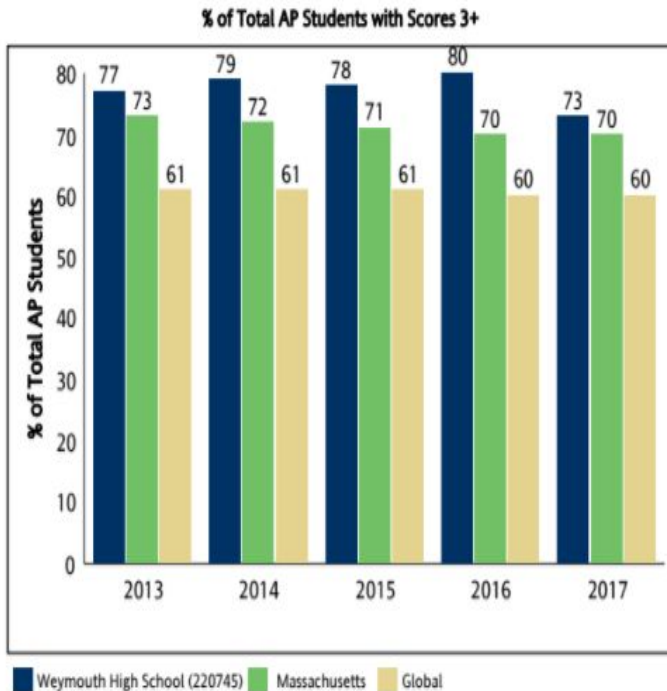
**Performance Challenge 6**



# AP Data

✓ Data Updated Aug 22, 2017, Report Run Sep 11, 2017

## Weymouth High School (220745)



2013 2014 2015 2016 2017

### Weymouth High School (220745)

|                                       |      |      |      |      |      |
|---------------------------------------|------|------|------|------|------|
| Total AP Students                     | 191  | 188  | 231  | 213  | 240  |
| Number of Exams                       | 298  | 282  | 439  | 411  | 463  |
| AP Students with Scores 3+            | 147  | 148  | 181  | 171  | 176  |
| % of Total AP Students with Scores 3+ | 77.0 | 78.7 | 78.4 | 80.3 | 73.3 |

### Massachusetts

|                                       |        |         |         |         |         |
|---------------------------------------|--------|---------|---------|---------|---------|
| Total AP Students                     | 52,494 | 55,975  | 59,696  | 62,149  | 65,129  |
| Number of Exams                       | 94,627 | 101,176 | 109,592 | 114,573 | 120,344 |
| AP Students with Scores 3+            | 38,129 | 40,423  | 42,343  | 43,814  | 45,376  |
| % of Total AP Students with Scores 3+ | 72.6   | 72.2    | 70.9    | 70.5    | 69.7    |

### Global

|                                       |           |           |           |           |           |
|---------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Total AP Students                     | 2,225,625 | 2,352,026 | 2,497,164 | 2,625,319 | 2,759,929 |
| Number of Exams                       | 3,955,410 | 4,199,454 | 4,516,044 | 4,741,566 | 5,001,597 |
| AP Students with Scores 3+            | 1,354,800 | 1,442,136 | 1,515,264 | 1,583,115 | 1,664,912 |
| % of Total AP Students with Scores 3+ | 60.9      | 61.3      | 60.7      | 60.3      | 60.3      |

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.



# WHS AP DATA

| Number of AP Tests Given | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 |
|--------------------------|-----------|-----------|-----------|-----------|-----------|
| Weymouth                 | 436       | 408       | 436       | 437       | 531       |

| % of AP Test scores of 1 (Lowest score) |           |           |           |           |
|---|-----------|-----------|-----------|-----------|
|   | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
| Weymouth                                | 9.4       | 8.9       | 9.9       | 8.02      |
| State                                   | 14.1      | 13.8      | 13.4      | 13.4      |



# WHS AP DATA

| Number of Tests Given<br>Subgroup Data |           |           |           |
|--|-----------|-----------|-----------|
|  | 2015-2016 | 2016-2017 | 2017-2018 |
| Economically Disadvantaged             | 33        | 60        | 82        |
| African American                       | 5         | 6         | 10        |
| Hispanic                               | 14        | 15        | 15        |



| Comparison Schools Based on<br>Demographics or Size<br>2017-2018 |                    |                         |                       |
|--|--------------------|-------------------------|-----------------------|
|  | Student Population | Number of<br>AP Courses | Number of<br>AP Tests |
| Weymouth   | 1887               | 18                      | 437                   |
| Framingham   | 2177               | 18                      | 857                   |
| Malden   | 1809               | 17                      | 819                   |
| Methuen  | 1949               | 16                      | 695                   |
| Braintree  | 1801               | 16                      | 640                   |
| Milton   | 1084               | 17                      | 635                   |
| Lynn   | 1735               | 14                      | 575                   |
| Fall River   | 2103               | 14                      | 470                   |



# Performance Challenge 6: Advanced Placement Key Initiatives

- 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 2017 were in some instances significantly different than test scores
- Monthly projections will be developed for ALL students with a current 1 or 2 including specific strategies for improvement
- Teachers of grades 9 and 10 will begin receiving appropriate Pre-AP training to understand skills needed to be successful at the AP level





# Performance Challenge 6: Advanced Placement Key Accomplishments

- AP potential was used in course recommendations
- Mock exams are given in April
- Teachers are receiving all free response answer booklets from 17-18 so teachers can look at data they have never been able to utilize





# Performance Challenge 6: Advanced Placement Key Accomplishments

- College board has selected WHS as a host school for a Nov 6, 2018 workshop offering 16 Pre/AP offerings. We currently have 38 teachers enrolled
- 7 teachers this summer were trained at Bridgewater State by content area on AP practice and making AP equitable for all students
- 2 teachers were selected to be AP readers( free of charge)





# Other Program Accomplishments

- Robotics courses for students both in CTE and those not in CTE





# Other Program Priorities

- Partnering with Air Force to bring a JROTC program to WHS
- Lower class size for PE
- Increase participation in Art/Music courses
- Reviewing alternative pathways and Evening High School





# **Resource Priorities**



# Resource Priorities

- Continued curriculum oversight and support through Assistant Directors and ILT
- Increased PE/Health staff
- Increased Art Staff for MassCore
- Increased Special Education Staff





**QUESTIONS?**

