



## 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

<b>PROFESSIONAL LEARNING FOCUSED ON THE INSTRUCTIONAL CORE:</b> Provide professional learning and opportunities for collaboration that improve educator practice by focusing on the instructional core.	<b>EFFECTIVE USE OF DATA:</b>  Implement aligned system of curriculum, accountability and inquiry that uses multiple sources of data.	<b>PARENT AND COMMUNITY ENGAGEMENT:</b>  Engage and partner with parents and community members in supporting excellence in academic skills, knowledge and mindsets.
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# School Improvement Plan – Weymouth High School

## 2018 Accountability Report

**Overall classification:** All Massachusetts districts and schools with sufficient data are classified into one of two accountability categories: districts and schools requiring assistance or intervention, and districts and schools without required assistance or intervention. The reason(s) for the district or school's classification are noted on this report.

**Progress toward improvement targets:** The criterion-referenced target percentage combines information about achievement, growth, high school completion, English learner progress, advanced coursework completion, and chronic absenteeism into a single number between 0 and 100. For a group to be considered to be meeting targets it must have a criterion-referenced target percentage of 75% or higher.

## Overall results

Progress toward improvement targets							
Indicator		All students (High school grades)			Lowest performing students (High school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	1	4	-	0	4	-
	Mathematics achievement	0	4	-	0	4	-
	Science achievement	0	4	-	0	4	-
	<b>Achievement total</b>	<b>1</b>	<b>12</b>	<b>40.0</b>	<b>0</b>	<b>12</b>	<b>67.5</b>
Growth	English language arts growth	2	4	-	1	4	-
	Mathematics growth	2	4	-	0	4	-

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	Growth total	4	8	20.0	1	8	22.5
High school completion	Four-year cohort graduation rate	1	4	-	-	-	-
	Extended engagement rate	0	4	-	-	-	-
	Annual dropout rate	0	4	-	-	-	-
	High school completion total	1	12	20.0	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	0	4	-
	Advanced coursework completion	4	4	-	-	-	-
	Additional indicators total	4	8	10.0	0	4	10.0
Weighted total		2.1	10.0	-	0.2	10.3	-
Percentage of possible points		21%		-	2%		-
Criterion-referenced target percentage		12%					
		Partially meeting targets					

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### ACHIEVEMENT

#### English language arts achievement - legacy MCAS Composite Performance Index (CPI) - High school

##### About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	97.9	96.6	-1.3	99.4	460	1	No Change
Lowest Performing	94.8	91.8	-3	96.9	110	0	Declined
High needs	94.7	92.8	-1.9	96.8	191	1	No Change
Econ. Disadvantaged	96.8	94.6	-2.2	98.4	147	1	No Change
EL and Former EL	-	-	-	-	26	-	-
Students w/disabilities	91.7	85	-6.7	94.2	75	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	-	-	-	-	29	-	-
Afr. Amer./Black	-	-	-	-	20	-	-
Hispanic/Latino	89.8	97.4	7.6	91.7	39	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	10	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	98.3	96.8	-1.5	99.9	360	1	No Change

- We will aim to narrow proficiency gap for **ALL students** by increasing our CPI rating by 1.0 per year. **The goal is to achieve a CPI of 99.4 in 2021.**
- We will aim to narrow proficiency gap for **HIGH NEEDS students** by increasing our CPI rating by 1.3 per year. **The goal is to achieve a CPI of 94.2 in 2021.**

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## School Improvement Plan – Weymouth High School

### Mathematics achievement - legacy MCAS Composite Performance Index (CPI) - High school

#### About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	90.7	86.7	-4	92.6	456	0	Declined
Lowest Performing	71.5	61	-10.5	75.7	109	0	Declined
High needs	80.3	75.9	-4.4	82.5	189	0	Declined
Econ. Disadvantaged	84.7	79.8	-4.9	87.1	146	0	Declined
EL and Former EL	-	-	-	-	26	-	-
Students w/disabilities	66.1	54	-12.1	69.8	75	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	-	-	-	-	29	-	-
Afr. Amer./Black	-	-	-	-	20	-	-
Hispanic/Latino	78.7	86.5	7.8	82.5	39	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	9	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	91.8	87.2	-4.6	93.9	357	0	Declined

- We will aim to narrow proficiency gap for **ALL students** by increasing our CPI rating by 1.9 per year. **The goal is to achieve a CPI of 92.6 in 2021.**
- We will aim to narrow proficiency gap for **HIGH NEEDS students** by increasing our CPI rating by 3.0 per year. **The goal is to achieve a CPI of 94.2 in 2021.**

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## School Improvement Plan – Weymouth High School

### Science achievement - legacy MCAS Composite Performance Index (CPI) - High school

#### About the Data

Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	91.6	88.2	-3.4	93.4	439	0	Declined
Lowest Performing	78.8	67.8	-11	82.9	108	0	Declined
High needs	82.3	80.4	-1.9	84.9	179	1	No Change
Econ. Disadvantaged	84.9	84.2	-0.7	87.2	138	1	No Change
EL and Former EL	-	-	-	-	21	-	-
Students w/disabilities	70.6	65.3	-5.3	73.8	72	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	2	-	-
Asian	-	-	-	-	29	-	-
Afr. Amer./Black	-	-	-	-	20	-	-
Hispanic/Latino	83.3	90.5	7.2	85.7	37	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	92.4	88.9	-3.5	94.2	344	0	Declined

- We will aim to narrow proficiency gap for **ALL students** by increasing our CPI rating by 1.7 per year. **The goal is to achieve a CPI of 93.4 in 2021.**
- We will aim to narrow proficiency gap for **HIGH NEEDS students** by increasing our CPI rating by 1.5 per year. **The goal is to achieve a CPI of 84.9 in 2021.**

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## School Improvement Plan – Weymouth High School

### GROWTH

#### English language arts growth - High school

##### About the Data

Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	46.4	50	402	2	Below Target
Lowest Performing	33.1	50	97	1	Below Target
High needs	45.1	50	157	2	Below Target
Econ. Disadvantaged	48.8	50	123	2	Below Target
EL and Former EL	-	-	19	-	-
Students w/disabilities	32.6	50	57	1	Below Target
Amer. Ind. or Alaska Nat.	-	-	2	-	-
Asian	-	-	26	-	-
Afr. Amer./Black	-	-	17	-	-
Hispanic/Latino	46.2	50	36	2	Below Target
Multi-race, Non-Hisp./Lat.	-	-	8	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	46.9	50	313	2	Below Target

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Mathematics growth - High school					
About the Data					
Group	2018 Mean SGP	2018 Target	N	Points	Reason
All Students	43.4	50	398	2	Below Target
Lowest Performing	28.2	50	96	0	Below Target
High needs	43.1	50	155	2	Below Target
Econ. Disadvantaged	41.6	50	122	2	Below Target
EL and Former EL	-	-	19	-	-
Students w/disabilities	41.8	50	57	2	Below Target
Amer. Ind. or Alaska Nat.	-	-	2	-	-
Asian	-	-	26	-	-
Afr. Amer./Black	-	-	17	-	-
Hispanic/Latino	42.4	50	36	2	Below Target
Multi-race, Non-Hisp./Lat.	-	-	7	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-
White	42.8	50	310	2	Below Target

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## School Improvement Plan – Weymouth High School

### HIGH SCHOOL COMPLETION

#### Four-year cohort graduation rate - High school

##### About the Data

Group	2016 Rate (%)	2017 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	88.5	88.1	-0.4	90.5	495	1	No Change
Lowest Performing	-	-	-	-	-	-	-
High needs	74.5	78.4	3.9	78.3	241	3	Met Target
Econ. Disadvantaged	73.9	77.3	3.4	77.7	198	3	Met Target
EL and Former EL	-	-	-	-	14	-	-
Students w/disabilities	66.7	77.4	10.7	71.9	84	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	21	-	-
Afr. Amer./Black	-	-	-	-	25	-	-
Hispanic/Latino	84	60.9	-23.1	88.4	23	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	16	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	0	-	-
White	88.9	90.5	1.6	91.3	409	2	Improved Below Target

#### Extended engagement rate - High school

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Group	2015 Rate (%)	2016 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	92.2	91.2	-1	94.2	524	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	87.4	80	-7.4	90.5	220	0	Declined
Econ. Disadvantaged	87.8	79.9	-7.9	91	184	0	Declined
EL and Former EL	-	-	-	-	11	-	-



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Students w/disabilities	82.8	74.4	-8.4	87.1	78	0	Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	1	-	-
Asian	-	-	-	-	16	-	-
Afr. Amer./Black	-	-	-	-	19	-	-
Hispanic/Latino	84.4	88	3.6	88.1	25	3	Met Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	14	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	93.5	91.1	-2.4	95.5	449	0	Declined

### Annual dropout rate - High school

[About the Data](#)

Group	2016 Rate (%)	2017 Rate (%)	Change	Target (%)	N	Points	Reason
All Students	1.8	2.3	-0.5	1.6	1,947	0	Declined
Lowest Performing	-	-	-	-	-	-	-
High needs	3.4	4.1	-0.7	3.1	687	0	Declined
Econ. Disadvantaged	3.5	4.2	-0.7	3.2	479	0	Declined
EL and Former EL	-	-	-	-	41	-	-

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Students w/disabilities	4.4	3.1	1.3	4	294	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	4	-	-
Asian	-	-	-	-	93	-	-
Afr. Amer./Black	-	-	-	-	83	-	-
Hispanic/Latino	2.7	6.8	-4.1	2.4	132	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	53	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	1.7	1.6	0.1	1.5	1,582	2	Improved Below Target

### PROGRESS TOWARD ATTAINING ENGLISH LANGUAGE PROFICIENCY

Progress toward attaining English language proficiency - High school							
About the Data							
Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	63	57.6	-5.4	38.8	33	3	Met Target

### ADDITIONAL INDICATORS

Chronic absenteeism - High school							
Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	20.6	22	-1.4	18.7	1,946	0	Declined

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Lowest Performing	19.2	23.6	-4.4	13.7	110	0	Declined
High needs	31	34.4	-3.4	28.4	732	0	Declined
Econ. Disadvantaged	34.1	35.9	-1.8	30.4	449	0	Declined
EL and Former EL	-	-	-	-	113	-	-
Students w/disabilities	33.5	33.7	-0.2	29.8	258	1	No Change
Amer. Ind. or Alaska Nat.	-	-	-	-	3	-	-
Asian	-	-	-	-	94	-	-
Afr. Amer./Black	-	-	-	-	100	-	-
Hispanic/Latino	23.1	31.9	-8.8	19.9	163	0	Declined
Multi-race, Non-Hisp./Lat.	-	-	-	-	57	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	20.9	21.1	-0.2	18.9	1,529	1	No Change

### Advanced coursework completion - High school

#### About the Data

Group	2017 Rate (%)	2018 Rate (%)	Change	Target	N	Points	Reason
All Students	70.4	100	29.6	76.5	925	4	Exceeded Target
Lowest Performing	-	-	-	-	-	-	-
High needs	43.7	88.3	44.6	51.7	299	4	Exceeded Target
Econ. Disadvantaged	50	85.4	35.4	60.3	206	4	Exceeded Target
EL and Former EL	-	-	-	-	40	-	-

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Students w/disabilities	23.7	90.4	66.7	29.1	115	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	36	-	-
Afr. Amer./Black	-	-	-	-	42	-	-
Hispanic/Latino	51.2	96.9	45.7	61.1	65	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	22	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	72	100	28	78.4	760	4	Exceeded Target

### 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.

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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 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 Improvement Plan – Weymouth High School

### SCHOOL COUNCIL MEMBERSHIP

NAME	POSITION
Alan Strauss	Principal/Co-Chair
Karen Monahan	Associate Principal
Tricia Fossi	Parent
Diane Oliverio	Community Representative
Maryellen Barrett	Parent
Karen Peddell	Community Representative
June Roan	Teacher
Karen Roy	Teacher
Sharon Yannizzi	Teacher
Mary-Ellen Devine	Parent
Elizabeth Morse	Parent
Pierrinsky Pierre-Louis	Student
Jackie Deane	Community Representative
Meghan Avila	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. 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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## School Improvement Plan – Weymouth High School

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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 began last year and will continue as we build an improved culture and climate.

#### **Initiatives:**

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

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- Enhance and increase the quality and frequency of school communication with weekly Sunday messages, Facebook, Twitter, and Remind
- Night of 100 Stars will continue.
- Expand the Weycathlon so that WHS may continue to celebrate active citizenship and inspire the younger grades.
- Created a new attendance policy for 2018-2019 school year that will allow better alignment with state averages, data for this new policy will be monitored throughout the year.
  - Bring Unified Sports to WHS, will unify our student body

### **School and Classroom Data to Use:**

Faculty Data

Student Data

Active Citizenship Rubric Data

Attendance Data

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# School Improvement Plan – Weymouth High School

## 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:

- Meg Verlicco, Ed.D., has been added to a district role as a liaison for outside agencies in order to increase our knowledge and access to the various supports that are available within the community.
- 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.
- Continue to utilize of our SRO( School Resource Officer) in classrooms, working with groups of students and teachers. He is currently in all Health classes and frequents our elective based classes in criminal law.
- 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.

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- 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 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.
- Continue the efforts with Title IVA grant for fiscal year 2018, with an increased grant amount of 50K continue to offer services to our current 9th and 10th grade students that are both socially economically disadvantaged and male.

### **School and Classroom Data to Use:**

- EWIS data
- Retention Rates (2017-2018 51 repeating freshman; 21 2nd year freshman; 4 3rd year freshman) (2018-2019 28 repeating freshman; 7 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

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## School Improvement Plan – Weymouth High School

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- 51A Filing
- Hospitalizations

### Highlights of grant:

2017-2018 \$25,000 and 21 students/9 mentors

2018-2019 \$50,000 and 25 additional students/same number of mentors

The plan is that each mentor will have 4-6 students. The will have 2 or 3 returning students from last year's program and 2 or 3 additional 9th graders. We are encouraging mentors to meet with the 9th grade students separately from the "10th grade" students.

We have monthly full program meetings for mentors and mentees. We provide pizza/drinks and have announcements/play basketball/community building events.

We will have one field trip for "10th grade" students in November 29 to Norfolk Country for Bill Faria's "Project Youth". We will have one field trip for 9th grade students in May 2019, location TBD.

We will be inviting all high needs 9th graders from EWIS to the program in November. The students and parents need to consent to participate. If we do not have 25 participants we will run mid term/term 1 reports and flag students that are failing one or more courses and invite them to participate.

Adjustment Counselors 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.

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## School Improvement Plan – Weymouth High School

### 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 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.
- Work with teachers to include in formative/summative assessments that focus vocabulary knowledge.

**School and Classroom Data to Use:**

ELA MCAS  
iReady  
SAT  
PSAT  
Skills Rubric Scores

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## School Improvement Plan – Weymouth High School

### 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 9<sup>th</sup> 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 9<sup>th</sup> 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 and standards-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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## School Improvement Plan – Weymouth High School

### 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 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

#### School and Classroom Data to Use:

Program of Studies, Course enrollment numbers

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## School Improvement Plan – Weymouth High School

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MassCore data

AP data

MassCore Completion %	2013-2014	2014-2015	2015-2016	2016-2017
<b>Weymouth</b>	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

### MassCore Data for Graduating Class 2018

% Completion MassCore	% of WHS	Reason for not attaining MassCore
100%	44.60%	Met all requirements
99%-96%	18.50%	Majority missing some of FA credits
94%	17.20%	All missing full 1 credit of FA credits
93% - 90%	5.40%	Missing combo of FA, FL and PE - mainly because left CTE after 2nd yr

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## School Improvement Plan – Weymouth High School

Total 90% to 100% completion	85.7	
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### PERFORMANCE CHALLENGE 6

The percentage of Weymouth High Students taking AP classes is significantly lower than other districts. The percentage of students in subgroups taking AP classes is significantly lower than other districts.

**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

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## School Improvement Plan – Weymouth High School

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, training

- AP test scores will be correlated with AP final grades- teachers will use 2017-18 to discuss and implement strategies as final grades for 2016 were significantly different than AP test scores
- Monthly projections will be developed for ALL students including specific strategies for improvement
- AP potential will be used during course recommendations
- Mock exams will be given during April to better simulate an exact test and testing day
- Teachers of grades 9 and 10 will begin receiving appropriate Pre-AP training to understand skills needed to be successful at the AP level
- Teachers are receiving all free response answer booklets from 17-18 so teachers can look at data they have never been able to utilize
- 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)

### School and Classroom Data to Use:

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

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## School Improvement Plan – Weymouth High School

State	14.1	13.8	13.4	13.4
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Comparison Schools Based on Demographics or Size 2017-2018			
	Student Population	Number of AP Courses	Number of 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

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## School Improvement Plan – Weymouth High School

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

AP final grade data, Mock exam data, monthly projections,

Scoring summary from College Board

Monthly Projections

Number of AP exams 2009-2010                      234\*

Number of AP exams 2017-2018                      437

Number of AP exams 2018-2019                      531

Number of AP exams SMART GOAL ( 2022) 850-900

Highlights:

2 new courses added 2018-2019

Accelerated Chemistry( 47 students) & Accelerated ELA 10 (60 students)

Added sections to AP Bio (1) Lit (1) Envi Sci (1) US Hist (2)

Final Grade correlation vs Test score data with a goal of 90% correlation for 2019- ( current data shows 80.1%)

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## School Improvement Plan – Weymouth High School

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First look at specific free response data to determine successes and struggles

Data coaches looking at underrepresented students and sub groups in honors classes beginning in grade 9

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## School Improvement Plan – Weymouth High School

PROFESSIONAL DEVELOPMENT PLAN FOCUS AREAS 2017-2021			
Focus Area	Plan for Measurement	Responsible Person / Team	Timeline
<b><u>Academic Discourse:</u></b> 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
<b><u>Effective use of Data:</u></b> 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
<b><u>Social-Emotional Learning:</u></b> 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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## School Improvement Plan – Weymouth High School

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