Weymouth High School
School Improvement Plan Update
2024-2025

Where students belong, grow, and achieve.

Summary of 3Yr Plan

Increase Student Belonging
- Engage students in all aspects of the school including curricular, co-curricular, and extracurricular activities
- Ensure diversity of opportunities and decrease barriers to participation

Increase Student Achievement
- Improve state and district assessment performance through targeted interventions for at-risk students
- Continue professional development through multiple means on instructional approaches for struggling students

Expand Family and Community Partnerships
- Continue to grow and develop two-way communication methods (in-person and digital)
- Ensure communication methods are purposeful and culturally proficient to reach all families
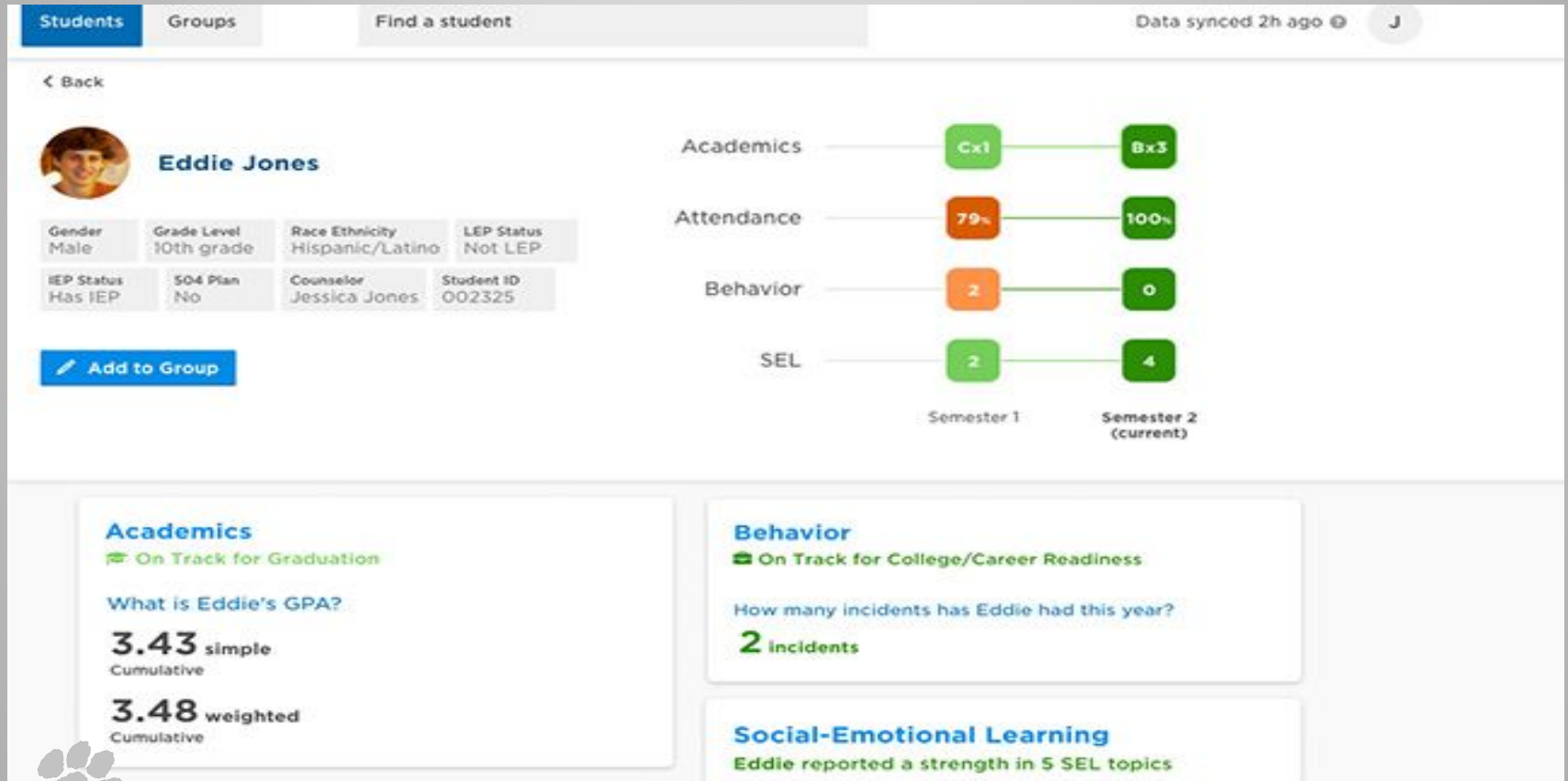
Student Belonging Areas of Success

- **Freshman First Day**
- **Panorama SEL Survey (Student Success Platform)**
- **Sold out Homecoming Dance and Fall Pep Rally**
- **Over 650 students at the Homecoming Football Game**
- **Increased athletic participation**
- **Addition of new clubs: Before School Skill Building, Dungeons & Dragons, Courtyard Caretakers, EL Book Club, Colorguard, Acapella Echoes**
- **Documentation of participation in extracurricular activities in Aspen (sports and clubs)**
- **Decrease roadblocks to participation (financial and awareness)**
- **Increased use of digital signage (events, mental health resources, staff/student activity photos)**
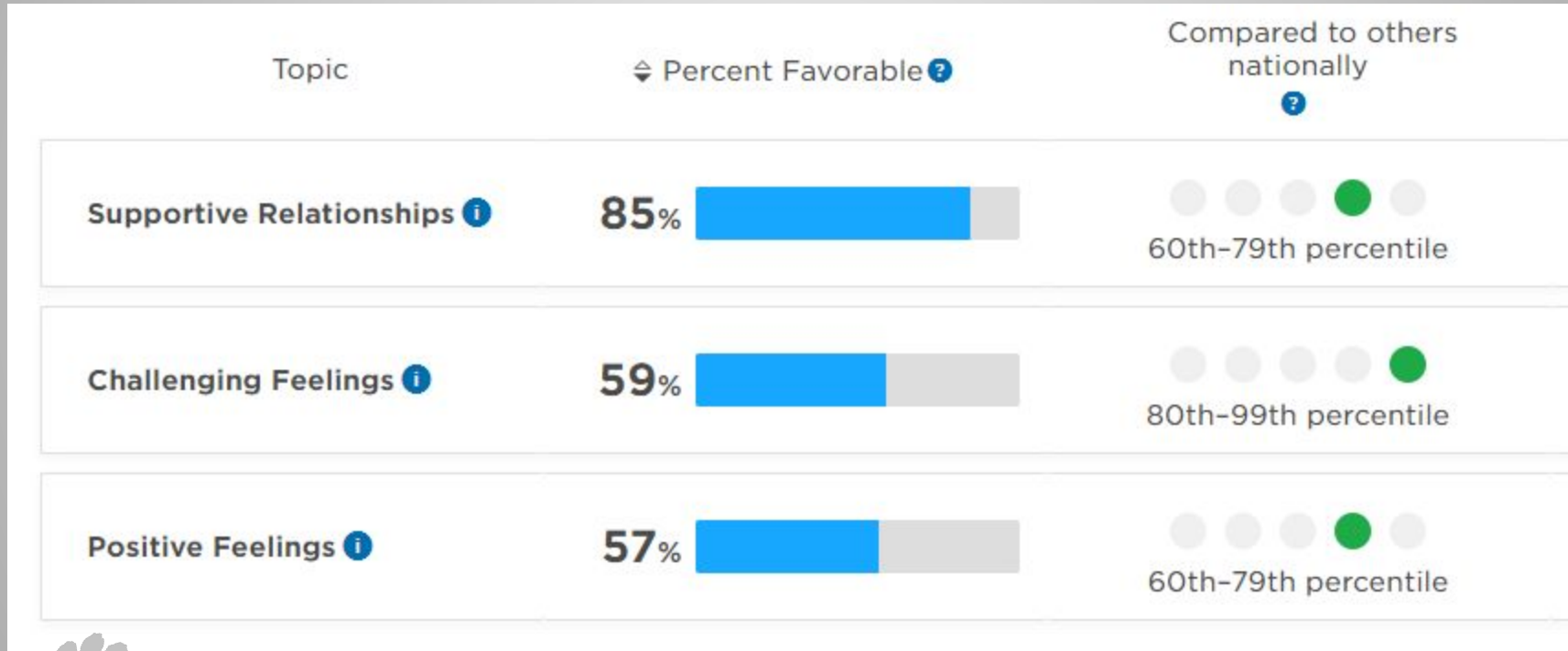- **Improved student conduct (45% ⬇ in all incidents Q1)**

Student Success Platform

Panorama SEL Survey Data (85% response rate, n=1,394 students)

Student Competency and Well-Being Measures
How did students perceive their own Social-emotional Learning Skills?

Student Belonging

Areas of Growth

- **Increase student voice**
- **Increased representation of all students**
- **Attendance among at-risk sub groups (EL, SWD)**
- **Re-engagement of chronically absent students**
- **Increase classroom engagement**

Next Steps

- **Establish Club Advisory Board which meets quarterly**
- **Use the Panorama/Student Success platform to identify struggling students sooner for SIT**
- **Continued implementation of re-engagement/chronic absenteeism protocols**
- **Continued training on de-escalation techniques and trauma-sensitive practices**

# Chronic Absentee Data 23-24

| Chronic absenteeism - High school						About the Data
Group	**2023 Rate (%)**	**2024 Rate (%)**	**Change**	**Target**	**N**	**Points**	**Reason**
All Students	26.9	23.9	-3.0	24.6	1,785	4	Exceeded Target
Lowest Performing	29.1	28.9	-0.2	23.3	90	2	Improved Below Target
High needs	38.2	33.8	-4.4	34.4	975	4	Exceeded Target
Low income	39.7	35.5	-4.2	34.6	786	2	Improved Below Target
EL and Former EL	42.0	40.3	-1.7	37.8	159	2	Improved Below Target
Students w/ disabilities	44.4	37.8	-6.6	40.0	386	4	Exceeded Target
Amer. Ind. or Alaska Nat.	-	-	-	-	5	-	-
Asian	4.0	5.7	1.7	1.4	105	4	Exceeded Target
Afr. Amer./Black	29.9	25.1	-4.8	26.8	171	4	Exceeded Target
Hispanic/Latino	37.5	37.5	0.0	33.5	267	1	No Change
Multi-race, Non-Hisp./Lat.	-	-	-	-	72	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	3	-	-
White	25.7	22.1	-3.6	23.2	1,162	4	Exceeded Target

Student Achievement Areas of Success

- **Met SGP in ELA, made significant progress in Biology**
  - Including many student subgroups (SWD, LI, African-American, and Hispanic/Latino students)
- **Established two ELA courses for EL students taught by dual-certified ELE/ELA teacher**
- **Increased AP participation and scores (40% increase in # of tests)**
- **25 students earned the AP Capstone Diploma**
- **Quarterly common assessments across core subject areas**
- **Successful rollout of IXL for diagnostic purposes**
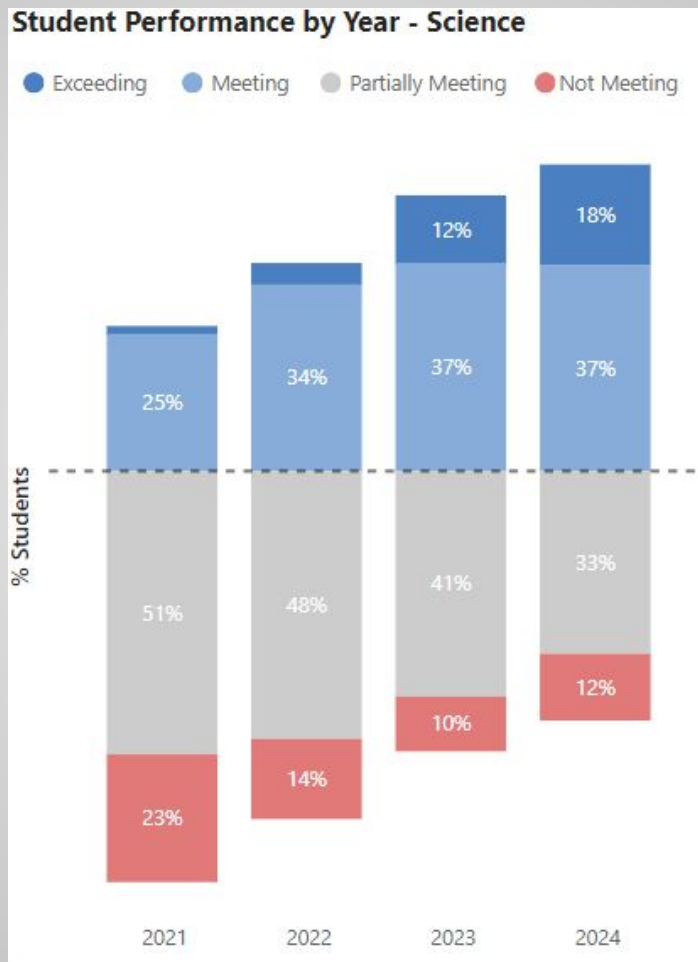- **Utilizing Student Success platform to identify students for SIT earlier**
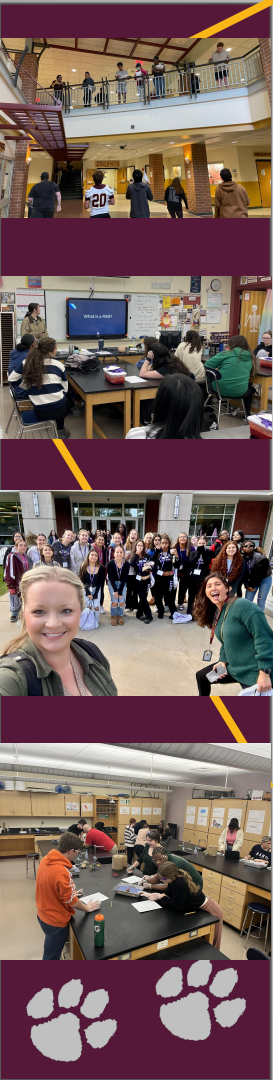
MCAS Accountability Reporting (ELA)
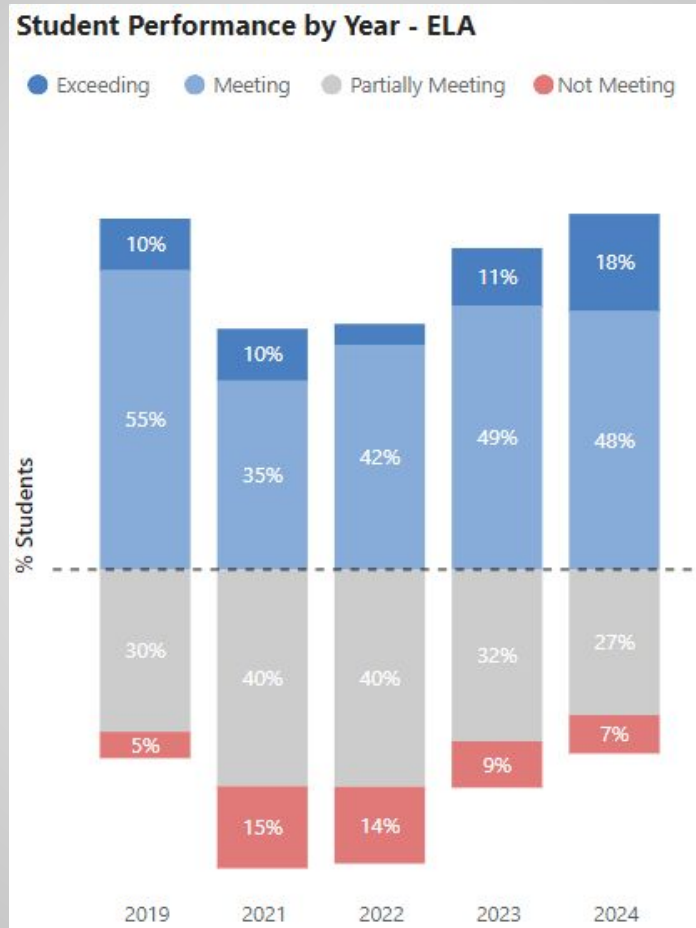
MCAS Accountability Reporting (Math)
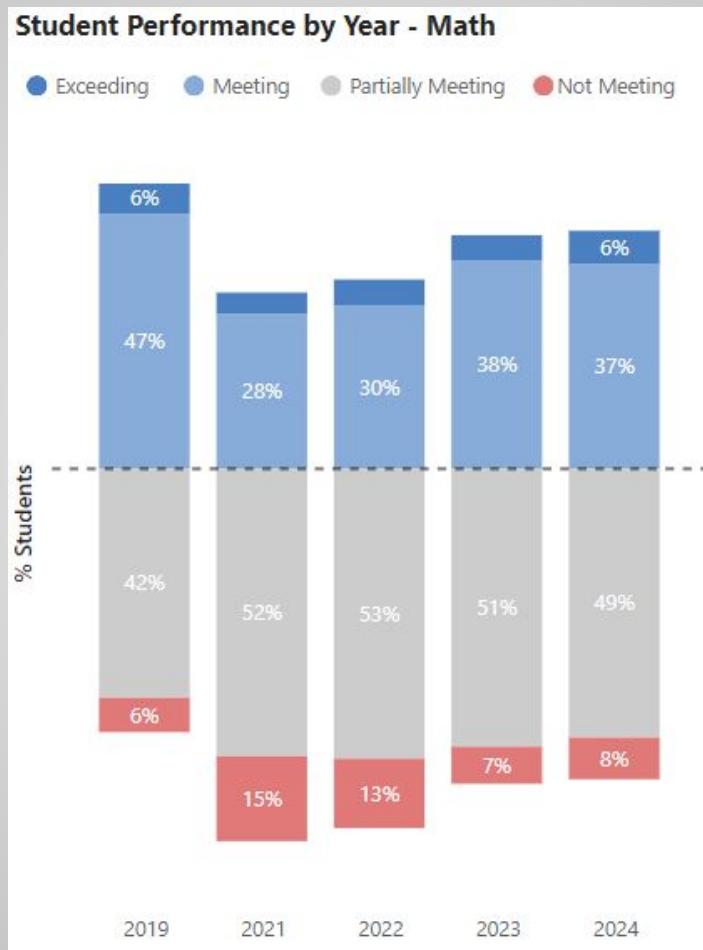
MCAS Accountability Reporting (Science)

Student Performance by Year - Science

2023 - 2024 Data

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	District	State	District	State	District	State	District	State	District	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	48	42	6	6	42	36	35	40	18	18	426	100	496	N/A	N/A
GRADE 03 - MATHEMATICS	51	44	12	10	39	35	33	35	16	20	427	100	499	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	36	37	4	4	32	32	47	45	17	19	382	99	492	48	362
GRADE 04 - MATHEMATICS	52	46	11	8	40	38	36	38	13	16	384	99	500	55	362
GRADE 05 - ENGLISH LANGUAGE ARTS	40	38	6	6	34	32	45	46	15	16	383	99	495	51	351
GRADE 05 - MATHEMATICS	38	40	4	6	33	34	51	46	11	14	384	100	496	43	354
GRADE 05 - SCIENCE AND TECH/ENG	47	45	8	7	39	37	32	36	21	20	384	100	495	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	44	40	13	11	30	29	35	35	21	25	396	100	497	56	371
GRADE 06 - MATHEMATICS	33	40	3	7	30	33	48	43	20	17	396	100	490	38	372
GRADE 07 - ENGLISH LANGUAGE ARTS	31	36	5	6	26	30	49	42	20	22	396	100	490	45	370
GRADE 07 - MATHEMATICS	28	37	4	8	24	30	51	44	21	19	396	100	488	43	373
GRADE 08 - ENGLISH LANGUAGE ARTS	42	43	9	11	32	32	37	34	22	24	397	99	493	61	366
GRADE 10 - ENGLISH LANGUAGE ARTS	64	57	18	14	46	43	27	31	9	12	410	97	507	61	366
GRADE 10 - MATHEMATICS	42	48	6	12	36	36	49	39	10	13	408	97	498	47	364
GRADE 10 - SCIENCE	55	49	18	12	37	37	33	40	12	11	397	99	503	N/A	N/A
GRADES 03-08 - MATHEMATICS	38	41	6	8	32	33	45	42	17	18	2,380	99	494	45	1,828
GRADES 03-08 - SCIENCE AND TECH/ENG	36	42	5	6	32	36	40	38	24	20	778	99	490	N/A	N/A

ELA Growth by Subgroup 23-24

English language arts growth - High school				About the Data
Group	**2024 Mean SGP**	**N**	**Points**	**Reason**
All Students	62.2	361	4	Exceeded Typical Growth
Lowest Performing	57.1	90	3	Typical Growth - High
High needs	56.0	161	3	Typical Growth - High
Low income	56.0	122	3	Typical Growth - High
EL and Former EL	-	7	-	-
Students w/ disabilities	51.3	75	3	Typical Growth - High
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	66.8	28	4	Exceeded Typical Growth
Afr. Amer./Black	56.0	20	3	Typical Growth - High
Hispanic/Latino	61.2	39	4	Exceeded Typical Growth
Multi-race, Non-Hisp./Lat.	-	16	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	62.2	257	4	Exceeded Typical Growth

Math Growth by Subgroup 23-24

Mathematics growth - High school				About the Data
Group	**2024 Mean SGP**	**N**	**Points**	**Reason**
All Students	47.4	360	2	Typical Growth - Low
Lowest Performing	51.7	89	3	Typical Growth - High
High needs	45.2	160	2	Typical Growth - Low
Low income	44.1	122	2	Typical Growth - Low
EL and Former EL	-	7	-	-
Students w/ disabilities	45.7	74	2	Typical Growth - Low
Amer. Ind. or Alaska Nat.	-	1	-	-
Asian	51.1	28	3	Typical Growth - High
Afr. Amer./Black	40.3	20	2	Typical Growth - Low
Hispanic/Latino	41.9	40	2	Typical Growth - Low
Multi-race, Non-Hisp./Lat.	-	17	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-
White	48.4	254	2	Typical Growth - Low

Student Achievement

Areas of Growth

- Math MCAS scores
- Students using IXL with consistency
- Utilizing common assessment data to make adjustments to instruction
- Consistency with grading, horizontal alignment
- Utilizing DCAP strategies within the classroom

Next Steps

- Increase use of IXL for independent practice in Math and ELA courses
- Faculty using PLC time to analyze data and develop lessons collaboratively
- Determine how skill proficiency will be assessed school-wide for graduates
- Professional development on updated DCAP to reach all students
- Explore Early College High School Pathway with Quincy College

Family & Community Engagement Areas of Success

- Translated college seminars
- New website which translates with a single click
- Designated PLC focused on family communication
- 60+ career speakers last year
- Special Open House event for EL parents
- Increase utilization of Talking Points application to communicate with EL families
- Increased CTE Advisory Board participation

Family & Community Engagement

Areas of Growth

- Increasing family attendance to Open House and Conferences
- Increasing participation in parent groups (PC, SEPAC, ELPAC)
- Partnering with families to increase student attendance
- Increase partnerships with area businesses for job placement and job skills workshops

Next Steps

- Host additional seminars which are live translated (9th grade expectations, MCAS, supporting your student, etc.)
- Active recruitment for Parent Council, ELPAC, SEPAC
- Develop family re-engagement strategy for students with chronic absenteeism
- ELE Course for Parents and Students through evening school

Resources

- [Accountability Report](#)
- [Attendance/Re-engagement Protocol](#)