

# Weymouth High School

## School Improvement Plan 2023 - 2026





# Weymouth High School

School Improvement Plan 2023 - 2026

## Improvement Area #1 - Student Belonging

**Goal: We will increase the number of students actively engaged in at least one extracurricular activity by 15% over the course of this improvement plan.**

- *The increase of positive connections will enhance student belonging and overall well-being and academic performance*
- *We will provide a diverse range of opportunities that appeal to different interests and abilities, and we will ensure accessibility and inclusivity for all students*
- *Significant time has been spent in the classroom building relationships which will transcend into students feeling a sense of belonging and increasing their engagement in the school community*



# Weymouth High School

School Improvement Plan 2023 - 2026

## **Historical Data:**

Participation Data 22-23 School Year

- Athletics
- Extracurricular Clubs/Activities
- Daily Attendance
- Freshman Student Survey



# Weymouth High School

## School Improvement Plan 2023 - 2026

- Club Fair & Video Promotion of our extracurricular activities
- Wildcat Way - survey students for their voice in our extracurricular opportunities
- Develop protocols for clubs/activities which will include monitoring system of attendance and eligibility
- Norms for all clubs/sports activities that both advisors and students will be held accountable for providing a safe and inclusive environment
- Diversity - evaluate roadblocks to participation and increase access by mitigating roadblocks (Eco Dis, EL)
- JED Foundation surveys - student and staff assessments to evaluate climate and culture
- Evaluate current curriculum and all programming to make sure it is inclusive of the population of WHS
- Continue PD with a focus on relationships within our school community
- Increase visible representation of different cultures within the school building
- Relationship mapping with freshman



# Weymouth High School

School Improvement Plan 2023 - 2026

## **Success Measures:**

- Daily attendance rate will increase
- JED Survey benchmarks
- Enrollment in athletics and extracurricular activities will increase
- Students will report feeling supported in school through freshman survey



# Weymouth High School

School Improvement Plan 2023 - 2026

## Improvement Area #2 - Student Achievement

***Goal: We will increase student growth percentile to 60% or higher on state and district assessments over the course of this improvement period.***

- *An increase in student achievement will provide students with more opportunities in college and careers after high school*
- *An increase in student achievement will result in a decrease in the number of students that are retained and/or drop out prior to graduation*



# Weymouth High School

School Improvement Plan 2023 - 2026

## **Historical Data:**

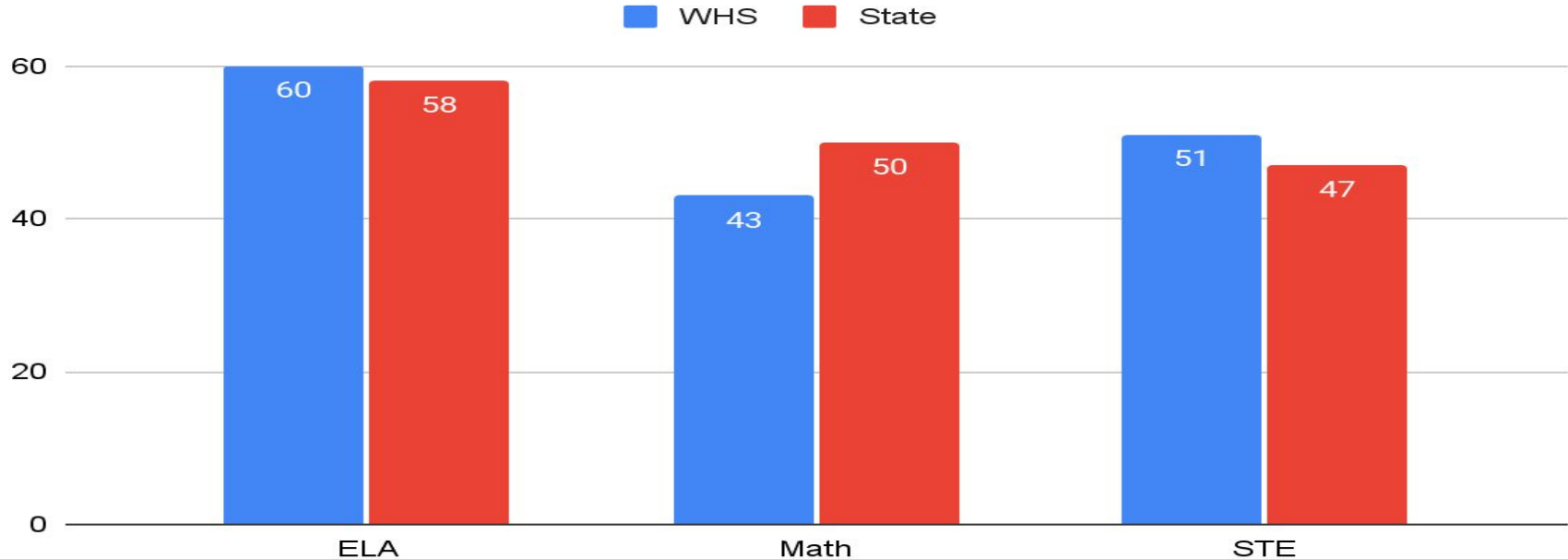
- MCAS
- AP Scores
- ACCESS Scores
- Benchmark Assessments through EdCite
- IXL Data
- WHS Inclusion program evaluation Fall 2022
- Classroom visits/walk-throughs
- Adams Academy



# Weymouth High School

## School Improvement Plan 2023 - 2026

### Gr 10 MCAS Achievement Data vs. State 2023



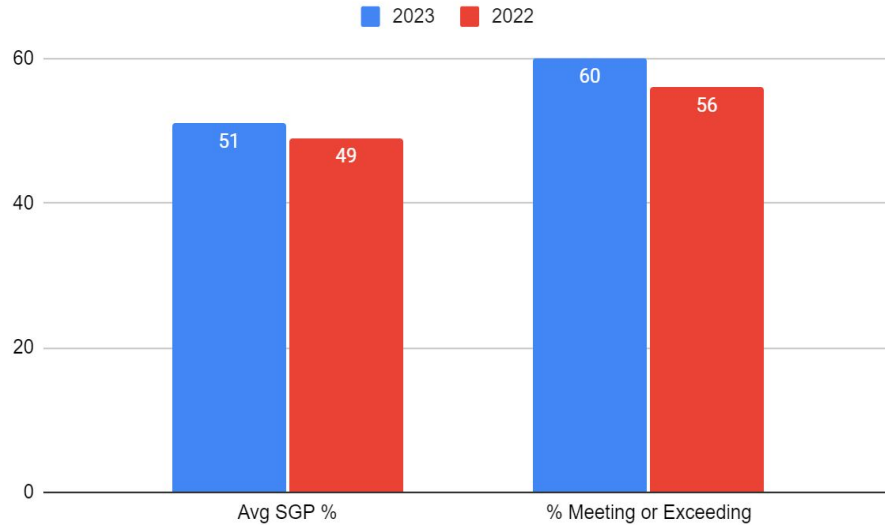




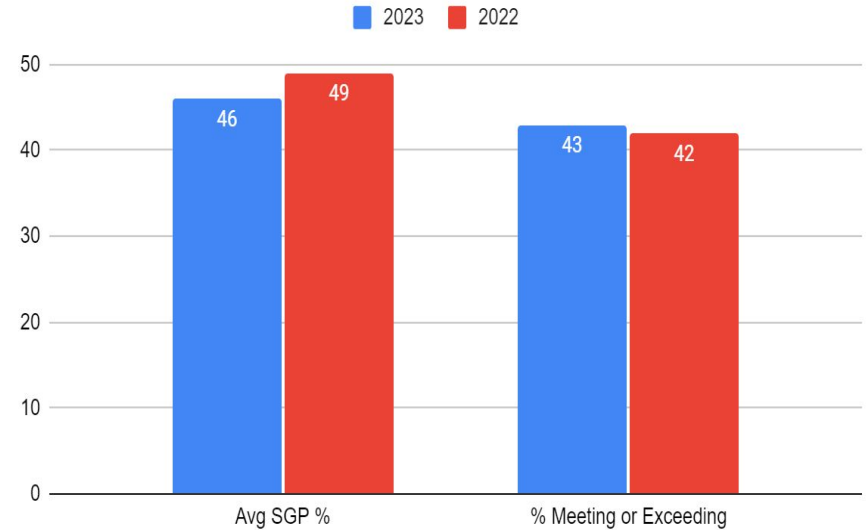
# Weymouth High School

## School Improvement Plan 2023 - 2026

Gr 10 ELA MCAS Student Growth Percentage (SGP)



Grade 10 Math MCAS Student Growth Percentile (SGP)



Growth



# Weymouth High School

## School Improvement Plan 2023 - 2026

### Action Steps

- IXL Diagnostic (Math & ELA) is a flexible tool that provides real-time data of students' grade level proficiency and provides staff the ability to take actionable steps to foster growth at every level
- 23-24SY EdCite development of Term 1 & 3 Benchmark Assessment
- Schedule time in PLCs and during PD days for data analysis to create classroom interventions
- Economically disadvantaged student cohort
  - Professional development on engagement of students with poverty in mind
  - Identify 20 Economically disadvantaged students to monitor through SIT process
- Inclusion Model
  - Increase number of co-taught classes with General Education & Special Education teachers and provide PD time in June 2024 for co-teachers
  - Implement and monitor co-teaching classes for EL students
  - Strategically planned PD with improvement of inclusion practices
- Grading alignment within departments
- Classroom visits to provide suggestions for school wide strategies to support analysis and inquiry, feedback, and instructional dialogue
- SIT - increasing utilization of short-term school interventions
- Review Program of Studies to ensure student access to appropriate coursework



# Weymouth High School

School Improvement Plan 2023 - 2026

## **Success Measures:**

- MCAS Scores
- EdCite benchmark data
- IXL data
- ACCESS data
- Retention rate data
- Dropout data
- SIT data



# Weymouth High School

School Improvement Plan 2023 - 2026

## ***Improvement Area #3 - Family & Community Partnerships***

***Goal:*** *In order to increase our family involvement in school sponsored events, we will collect data related to our current communication. We will then identify four barriers and implement strategies to resolve those challenges.*

- *By increasing family engagement we will increase student belonging and achievement*
- *By providing opportunities to increase family awareness of opportunities and support to increase student successes*
- *By building a stronger communication path for all families*



# Weymouth High School

School Improvement Plan 2023 - 2026

## **Historical Data:**

- Parent Council attendance
- Parent Conference attendance
- Open House feedback
- Daily Attendance



# Weymouth High School

## School Improvement Plan 2023 - 2026

### **Action Steps:**

- Provide a full comprehensive calendar for Parent Council meetings
- Increase promotion of events and activities through social media, in school display board, and website
  - By Grade Level
- Use surveys to generate feedback from families for improvement
- Partner with SEPAC, ELPAC and Town Wide Parent Council to increase family involvement
- Diversity - evaluate roadblocks to participation and increase access by mitigating roadblocks (Eco Dis, EL)
- Utilize translation tools to communicate with families



# Weymouth High School

School Improvement Plan 2023 - 2026

## **Success Measures:**

- Daily Attendance
- Participation at school sponsored events
- Parent Portal Login Data



**Our goal is that as a result of their public education in Massachusetts, students will:**

**Attain academic knowledge and skills:** achieve in a comprehensive and diverse range of subjects and apply their competencies in relevant, real-world contexts

**Understand and value self:** know their own strengths, interests, and areas of growth, be self-aware, be a self-advocate, and make responsible decisions

**Understand and value others:** understand differences and multiple perspectives, empathize with others, and build connections with peers and adults

**Engage with the world:** understand and think critically about local, national, and world events and societal systems; and create positive change through civic action

**So that they can:**

**Be curious and creative:** find joy in learning, pursue their interests, and use innovative thinking to approach opportunities and solve challenges, including those previously unseen

**Shape their path:** be well prepared to thrive in college and/or career and be positioned for life-long learning

**Feel connected:** see themselves as valuable and involved members of their communities and be aware of their independence and interdependence

**Be empowered:** play a role in advocating for equity, justice, and liberty in their communities and beyond

**All students in Massachusetts, particularly students from historically underserved groups and communities, will have equitable opportunities to excel in all content areas across all grades. Culturally and linguistically sustaining classroom and school practices will support students to thrive by creating affirming environments where students have a sense of belonging, engage in deeper learning, and are held to high expectations with targeted support.**

**Learning experiences are relevant, real-world, & interactive**

*Learning experiences*

- Students learn through curriculum and instruction that aligns with Massachusetts curriculum frameworks at or above their grade level, connects to their identities, and utilizes evidence-based practices.
- Students solve problems, think critically, ask questions, make meaning of complex ideas, and can demonstrate their learning.
- Students learn and develop language through content-rich activities that promote authentic communication.

*Relevant and real-world*

- Students learn by engaging with diverse perspectives and apply their learning to examine the natural world and different historical, social, and political contexts.
- Students have opportunities to make choices, connect to relevant or real-world contexts, and effect change.

*Interactive*

- Students enjoy and look forward to their learning experiences.
- Students have frequent opportunities to interact with their peers, make sense of complex ideas together, and develop academic language.
- Students take academic risks, learn from mistakes, incorporate feedback, and are proud to produce high quality work.

**All students are known & valued**

*Students are known*

- Students and families have a sense of belonging; they are known, respected, and valued for who they are and what they bring to the school community, including their unique identities, strengths, interests, needs, languages, exceptionalities, and backgrounds.
- Students attend safe and supportive schools that tend to their overall wellbeing.
- Students gain awareness of how they think, learn, relate, and communicate, including in multiple languages/dialects.

*Students are valued*

- Students engage in learning that values and builds on their background knowledge, lived experiences, and cultural and linguistic assets.
- Students are active participants and have a voice in shaping their learning experience.

**Individualized supports enable students to excel at grade level (or beyond)**

*Excel at grade level (or beyond)*

- Students receive necessary evidence-based supports and accommodations to learn knowledge and skills at grade level (or beyond).
- Students with disabilities receive carefully designed instruction that accelerates their growth towards learning goals.
- Students who are learning English receive explicit language instruction that enables access to grade-level content.

*Individualized supports*

- Students engage with flexible and responsive supports that are based on information gathered from classwork, observations, and assessment data; these supports are designed to fade away over time as students build more independent skills.
- Students have multiple options for how they access content and how they demonstrate the knowledge and skills they have learned, including in various formats or languages.
- Supports are tailored to students' academic, physical and mental health, and social-emotional needs.





### 3 Key Strategic Objectives

1. Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so that all students feel valued, connected, nourished, and ready to learn.
2. Promote deeper learning so that all students engage in grade-level work that is real-world, relevant, and interactive.
3. Develop and sustain a workforce that is diverse, culturally responsive, well-prepared, and committed to continuous improvement, so that all students have equitable access to effective educators.

#### Strategic Objectives

The Department's new educational vision sets an ambitious and long-term expectation of the learning experiences for students across the Commonwealth. The Department is deeply committed to providing aligned supports to districts, schools, and programs so that this vision may become a reality. As such, DESE has identified three key strategic objectives that it will focus on strengthening over the next four years.

The Department believes that to provide the learning experiences to all students as described in the vision, it must first focus on supporting the whole student, so they feel connected and ready to learn. Secondly, students must engage in grade-level work that is relevant and meaningful, particularly in the secondary schools where research shows student engagement plummets. And lastly, none of this work is possible without a diverse and well-prepared workforce that fosters a sense of belonging and provides access to deeper learning experiences every day.

#### DESE partners with districts, schools, and programs to:

1

Cultivate systems to support the **whole student** and foster **joyful, healthy, and supportive** learning environments so that all students feel **valued, connected, nourished, and ready to learn**. Districts, schools, and programs feel empowered and prepared to:

- 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces
- 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development
- 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities



2

Promote **deeper learning** so that all students engage in **grade-level work** that is **real-world, relevant, and interactive**. Districts, schools, and programs feel empowered and prepared to:

- 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning
- 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and English learners, equitable access to deeper learning
- 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success
- 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners



3

Develop and sustain a workforce that is **diverse, culturally responsive, well-prepared**, and committed to **continuous improvement**, so that all students have equitable access to **effective educators**. Districts, schools, and programs feel empowered and prepared to:

- 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders
- 3.2 Create the conditions to sustain and retain diverse staff, particularly those who entered the field through alternative pathways
- 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures



**2024 - 2025 WHS School Council  
School Improvement Plan Sign Off**

NAME	Signature
Deirdre Aieta	Deirdre A Aieta
Josephine Campo	Josephine Campo
Jennifer Curtis-Whipple	Jennifer Curtis-Whipple
Manto Du	Manto Du
Kendra Dunkerley	Kendra Dunkerley
Paloma Fernandez	Paloma Fernandez
Erin Grable	Erin Grable
Nicole LoPorto	Nicole LoPorto
Karen Monahan	Karen Monahan
Malissa Northup	Malissa Northup
Karen Peddell	Karen Peddell
Linda Stanton	Linda Stanton