

Weston High School
School Improvement Plan
2018-2019

Mission

To educate, equip, and inspire all students to achieve their full potential and enrich their communities.

Vision

Weston Public Schools and the wider community are committed to excellence in learning for all students.

Students will imagine, reflect, and innovate within a safe learning environment that develops their academic, social, and emotional growth and well-being.

We will build the critical thinking and collaboration skills necessary to participate positively in a complex and constantly changing, culturally diverse world.

Core Values

The Weston Public School District is committed to:

- The individualized development of each student's academic potential
- The development of the whole child, including extracurricular pursuits, emotional intelligence and resilience, and physical well-being
- The development of strong citizens who can engage with others in a mutually respectful manner

Theory of Action

If we...

- Strengthen educational practices to promote intellectual stretch and engaged learning, and
- Foster students' well-being to develop their resiliency and curiosity, and
- Champion a school community committed to cultural competency, trust, and mutual respect

Then we will...

- Provide excellence in learning for every student, supporting academic, social, and emotional growth and prepare students to participate positively as citizens of the world.

Strategic Objectives

Weston High School will be a partner school with Challenge Success, a national program helping secondary schools implement programs and policies that redefines success for students and engages the wider community in that process with coaching and professional development.

Accordingly, Weston High School will partner with Challenge Success to engage our community to:

<p>1. Strengthen educational practices to promote intellectual stretch, engaged learning, equitable access, and excellence for every student, every day.</p>	<p>2. Foster students' well-being to develop their emotional resiliency and intellectual curiosity.</p>	<p>3. Champion a school community committed to cultural competency, trust, and mutual respect to prepare students to be citizens of the world.</p>
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Strategic Initiatives

<p>Start the process leading to the elimination of Weighted GPA's at WHS. Why?</p> <ul style="list-style-type: none"> A. As a community we are telling students that they are quantitatively of less value by being in a College Prep course. B. Students with weighted GPA's above a 4.0 will choose not to take a College Prep course because it will lower their GPA even if they want to take the course for content. Examples: Economics, Journalism, Engineering, Anatomy & Physiology. C. Students will enroll in an honors or AP course in which they know they may struggle, but will justify it by saying, "At least I will get a GPA boost." However, often a student struggles and gets a lower GPA than they would have earned in a College Prep course. For example, if student struggled to earn a C in an honors course but might have earned a B+ or better in the appropriate College Prep course they would have been better served 	<p>Implement a new Start/End Time schedule. Why?</p> <ul style="list-style-type: none"> A. Our students are not getting enough sleep. Research clearly shows that teenagers are better capable of learning with more sleep. B. A later start will provide a dedicated time for teachers and teacher teams to collaborate around lesson-planning and differentiation. C. A later start will provide dedicated times for student support teams to collaborate and plan. D. A later start will provide a defined time for all teachers to be available to meet with students. E. This initiative provides an opportunity to examine and revise as necessary current practices and protocols including proposals to: limit open campus to seniors who have earned privileges; limit the number of free blocks in students' schedules; set new 	<p>Seek to participate in the Weston High school professional development program "Fostering Civil Discourse" facilitated by Facing History and Ourselves. Why?</p> <ul style="list-style-type: none"> A. The 2016 election exposed deep divides among the study body that erupted in shouting matches, hurt feelings, and mistrust. B. Racial tensions among African-American and white students erupted in the late fall that still leaves many students feeling emotionally bruised. C. Anti-Semitic graffiti was discovered in one of the bathrooms at the high school. D. Many faculty and staff were uncomfortable when engaging students in difficult conversations about race, class, or politics in general because of possible repercussions professionally. E. Many faculty and staff felt that they did not have the tools to initiate or even participate in these
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<p>numerically (2.0 vs. 3.4 or higher). Such circumstances often lead to unnecessary stress for a student due to misplacement.</p>	<p>guidelines around the amount of homework that is assigned to students; and current final exam practices.</p>	<p>difficult conversations with their students or colleagues. F. Many students want to engage in these conversations in a safe environment and want teachers to show them how.</p>
<p>Complete transition to Google Suites and form Innovative Learning Team. Why?</p> <ul style="list-style-type: none"> A. Lack of consistency of teaching platforms and methods of access to information for teachers, students, and parents. B. Technology not used effectively to support differentiation in learning. 		
<p>Offer professional development training on differentiation. Why?</p> <ul style="list-style-type: none"> A. Close the achievement gap between white/ Asian students and African-American boys. B. Close the achievement gap between general education students and special education students. C. To allow all students to be appropriately challenged and to have the opportunity to reach their full potential. For example, the Math Department repurposed FTE's to support Algebra II students in a new way. Topics was eliminated, and two smaller co-taught classes were created: 		

<p>Intermediate Algebra and Algebra II.</p> <p>D. Increase communication and collaboration between Special Education Teachers and General Education Teachers.</p> <p>E. Align lessons, assignments, and assessments with State standards for consistency and equity.</p>		
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1. Strengthen Educational Practices

Eliminate Weighted GPA:

- * Allows students to take courses they are genuinely interested in and not simply because of the GPA boost.
- * Recognizes that the majority of colleges and universities recalculate GPA.
- * Values all students equally by eliminating numerical value assigned to course selections.
- * Improves culture by reducing competition among students.

Complete transition to Google Suites and form Innovative Learning Team:

- * Develops 21st century learning skills in students and teachers;
- * Increases collaboration among students and between students and teachers; and
- * Increases engagement with a globalized world (virtual field trips, epals). See link: [Innovative Learning Team](#).
- * Supports greater consistency of access for students regarding homework, resources, and communication.
- * Increases student/parent/guardian ability to see classwork, assignments, due dates, etc.
- * Increases differentiation (Speech to Text and Text to Speech).
- * Provides students timely feedback.
- * Continues to develop Digital Portfolios to track student learning and growth PreK-12 and increase college and career readiness. See Link: New Student Digital Portfolio.
- * Encourages collaboration among teachers and students.

Professional Development focused on Differentiation:

- * Increases student engagement and curiosity
- * Increases teachers' capacity to provide quality differentiation in assignments and assessments to all students.

2. Foster Students' Well-Being

Implement New Start/End Time Schedule:

- * Students should get more sleep.
- * Students should perform better in their classes.
- * Student stress should be reduced, and they should be more resilient.
- * Student engagement and curiosity should increase.
- * Students and Staff will report on all these objectives through a variety of surveys such as the Weston Youth Health Assessment, the Weston High School Student Life Survey, and the Challenge Success Survey.

3. Champion a School Community Committed to Cultural Competency, Trust, and Mutual Respect

"Fostering Civil Discourse" PD with Facing History and Ourselves:

- * Teachers will help students to be better citizens and community members in a diverse school and society.
- * This program will build upon the half-day training faculty and staff received in the fall led by Dr. Carroll Blake.
- * Students, teachers, and parents on the Human Relations Committee will gain a deeper capacity to initiate and lead conversations on the issues of race, class, gender, and other human and cultural differences in school and in the wider community.
- * Teachers and students will leverage newly acquired skills to collaborate on building upon the Class of 2018's "Be Kind" legacy.
- * This work will provide more opportunities for teachers to partner with student leaders and, together, engage in leadership development programs such as the MIAA Inclusion Conference and the IDEAS Student Leadership Conference on Race.
- * This program will provide more opportunities to make curricular inroads in the Program of Studies beyond the Junior Health Education unit on Racial Identity Development and Racism; the Race, Class and Gender elective; and the June Academy course Fighting Racism.