

# Weston High School School Improvement Plan 2021-2022

WPS Strategy 1: Innovative Instruction for All Students		
Action Steps	Measurable Outcomes	Status
<p><b>Refresh high school teachers on the principles of project-based learning (PBL):</b> challenging problem/question; sustained inquiry; authenticity; student voice and choice; reflection; critique and revision, public product.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Director of District Advancement, <b>High School Principals/Asst. Principals</b>, Directors and Department Heads, June Academy Coordinators, Secondary Teachers)</i></p>	<p>Teacher training and preparation completed in winter/spring 2022</p> <p>June Academy program implemented in June 2022. All courses meet at least four PBL principles</p>	
<p><b>Leverage student and educator learning of new and existing technology tools</b> during remote learning, update district technology tools and technology education for students in grades K-12.</p> <p><i>(Asst. Superintendent for Teaching and Learning, <b>Director of Technology and Libraries</b>, Technology Support Specialists, Library Media Specialists)</i></p>	<p>Decisions about which new technology tools will receive continued district support are made by September, 2021</p> <p>Technology education scope and sequence updated for grades K-12 by June 2022</p>	
<p><b>Form a HS/MS scheduling committee to examine current schedules and how they impact curriculum and instruction and how they meet the needs of all students.</b> Explore alternative high school and middle school schedules that promote innovation, connection, flexibility, and efficiency.</p> <p><i>(HS/MS Scheduling Committee)</i></p>	<p>Committee formed by October 2021</p> <p>Exploration process complete by May 2022</p>	
<p><b>Continue to provide <i>Teaching for Equity and Inclusivity</i> summer and school-year workshops for high school educators.</b></p> <p><i>(Director of District Advancement)</i></p>	<p>All High School educators have completed the <i>Teaching for Equity and Inclusivity</i> workshop by August 2022</p>	

<p><b>Plan and provide at least eight Culturally Responsive Education (CRE) training sessions</b> at the high school focusing on developing independent learners through building learning partnerships, supporting students' information processing, and creating inclusive classroom cultures.</p> <p><i>(Asst. Superintendent, Teaching &amp; Learning, <b>Director of District Advancement</b>, METCO Director, Wellness Director)</i></p>	<p>Summer workshop integrating CRE and UDL in July 2021</p> <p>Monthly leadership training sessions focusing on learning partnerships in 2021-22</p> <p>School-based CRE sessions throughout the 2021-2022 school year</p> <p>Survey feedback from faculty about the CRE training sessions</p> <p>Plan and provide at least eight CRE training sessions with follow up teacher work and reflection in PLCs</p>	
<p><b>Incorporate CRE and Teaching for Equity and Inclusivity strategies into goal setting.</b> Provide support for teachers practicing these strategies.</p> <p><i>(Coaches, <b>Principals</b>, Directors, Department Heads, Curriculum Specialists)</i></p>	<p>80% of teachers incorporate at least one of these strategies in either their professional practice or student learning goals, Fall 2021</p> <p>Increased number of coaching cycles with teachers incorporating these key practices in 2021-22</p>	
<p><b>Ensure that all educators know both the content and practice standards for their content area(s) and their necessity for academic success.</b> Support teachers in integrating content and practice standards into their lesson objectives.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Principals, <b>Directors and Department Heads</b>, Curriculum Specialists, Coaches)</i></p>	<p>Supervisors trained to identify and support content, practice, and SEL standards, including teaching strategies from Responsive Classroom and Culturally Responsive Teaching in summer 2021</p> <p>In visits of practice, supervisors identify content and practice standards within the lesson objectives</p> <p>Gather feedback about enacted standards and practices from supervisors, coaches, and teachers to inform further professional development</p>	
<p><b>In secondary departments, evaluate all leveled courses (CP, Honors, AP) in terms of the state standards and practices with particular attention to clearly articulating the differences in curricular content, instructional practice, assessment, and expectations for students between classes at each of</b></p>	<p>Collaboratively, Department Heads and Directors develop a process about how to analyze courses in terms of standards, practices, rigor, and accessibility by June 2022</p>	

<p><b>the levels.</b> Make recommendations for classes at all levels to be appropriately rigorous and, at the same time, be accessible to all learners.</p> <p><i>(Asst. Superintendent for Teaching and Learning, Directors and Department Heads, Secondary Teachers who teach leveled classes)</i></p>		
<p><b>Develop a set of SEL competencies as a basis for lesson objectives and share the SEL competencies with faculty and staff.</b> Form school-based working groups, determine how best to integrate social emotional learning into academic instruction.</p> <p><i>(Director of District Advancement, Principals/Asst. Principals, Department Heads and Directors, Coaches, Grade Level Leaders)</i></p>	<p>An agreed upon set of K-12 SEL competencies upon which lesson objectives can be based, shared with faculty and staff in all schools, and communicated to the public, by June 2022</p>	
<p><b>Learn how Culturally Responsive Education and Universal Design for Learning overlap and interrelate.</b> Develop a professional development plan for educators that interlinks UDL with CRE.</p> <p><i>(Asst. Superintendent, Teaching &amp; Learning; Director of District Advancement, METCO Director, Wellness Director, Principals, CRE leadership teams)</i></p>	<p>Administrators and CRE teacher leaders attend a workshop that helps participants connect Universal Design for Learning, equity, and CRE in July 2021 and then plan CRE training for spring and fall 2022 that integrates UDL and CRE teaching strategies</p>	
<p><b>Create a secondary task force</b> to 1) identify and review what screening, benchmark, and progress monitoring tools are in place, and what data is being gathered for intervention and special education referral decisions; 2) create a central, accessible, continually updated site for such data; 3) develop and communicate a regular, systematic process when data is reviewed and intervention/referral decisions are made.</p> <p><i>(Assistant Superintendent for Teaching &amp; Learning, Director of District Advancement, Director of Student Services, Secondary Principals, task force members)</i></p>	<p>Task force created by January 2022</p> <p>Task force produces a secondary model that parallels the elementary data team model that identifies students needing support and systematically provides appropriate intervention with consistent progress monitoring by spring 2022. The model will be implemented in 2022-2023</p>	
<p><b>Explore Instructional Rounds for Administrative Council as a tool to collect and analyze data about instructional practices.</b> Begin to develop methods to triangulate instructional practice data with student learning data.</p>	<p>Pilot one set of instructional rounds at each school in 2021-22</p>	

<i>(Assistant Superintendent for Teaching &amp; Learning, Director of District Advancement, Principals)</i>		
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**WPS Strategy 2: Diversity, Equity and Inclusion**

Action Steps	Measurable Outcomes	Status
<p><b>Develop a set of school-wide practices that every teacher will use to welcome students back to in-person learning in September 2021.</b> These practices include knowing names and pronunciations, greetings, icebreakers, class rituals, and other community building activities.</p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, Director of District Advancement, Principals)</i></p>	<p>School wide welcoming practices agreed upon in August 2021 in all school</p> <p>All educators conduct school wide welcoming practices in September 2021, as measured by observations, student interviews, and or student surveys</p>	
<p><b>Reboot and enhance the High School advisory program</b> so that every teacher is an advisor, all advisors are involved, trained and prepared, and that there is a system of providing relevant, engaging advisory lessons throughout the school year.</p> <p><i>(Director of District Advancement, Secondary Principals/Asst. Principals, advisory teams)</i></p>	<p>Advisory systems, structures and schedules created by August 2021</p> <p>Advisory teams regularly planning advisory sessions and supporting educators with materials in 2021-22</p> <p>School-wide advisory professional development in Fall, 2021</p> <p>Students surveyed on the impact of advisory in May/June, 2022</p>	
<p><b>Utilize all-school (or all-grade) assemblies for the purpose of building connection and belonging in every school.</b></p> <p><i>(Principals, Grade Leaders, Department Heads, Directors)</i></p>	<p>For each school, schedule of all-school/ all-grade assemblies created in September 2021</p> <p>Students surveyed about the impact of school/grade assemblies on their sense of belonging in May/June, 2022</p>	
<p><b>Create a process where curriculum is reviewed in every department and at every grade level to identify and correct for bias and ensure that historically marginalized groups are included, celebrated, and represented.</b> Create an action plan to adopt new curricular materials when appropriate.</p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, Director of District Advancement, HS and MS Principals, Curriculum specialists, Department Heads and Directors)</i></p>	<p>Anti-bias curriculum review process developed by spring, 2022</p>	

<p><b>Provide secondary professional development that focuses on best practices for assessment and grading.</b> Form a working group of middle and high school educators and administrators to explore equitable assessment and grading practices.</p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, <b>Director of District Advancement</b>, Secondary Principals, Equitable Assessment and Grading Working Group)</i></p>	<p>Workshop completed in summer, 2021</p> <p>Working group created in fall, 2021</p> <p>List of equitable grading practices for consideration created and vetted by fall, 2022</p>	
<p><b>Develop a consistent discipline tracking, response, follow-up, and reporting system for K-12.</b></p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, <b>Director of District Advancement</b>, Director of Technology and Libraries, Principals/Asst. Principals)</i></p>	<p>District-wide reporting system created by June, 2022, to be implemented in the 2022-23 school year</p>	
<p><b>Form a district-wide committee of multiple stakeholders to review the implementation of the Bullying Prevention and Intervention Plan</b> and enhance it, paying particular attention to equity and impact on historically marginalized groups.</p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, Director of District Advancement, Bullying Prevention and Intervention Committee)</i></p>	<p>Committee formed in October, 2021</p> <p>Bullying Prevention and Intervention Plan updated and presented to School Committee by April, 2022</p>	
<p><b>Identify the specific data that can serve to consistently measure our progress in narrowing opportunity, resource, and other educational gaps</b> (Possible examples are: student and families interviews and focus groups, surveys, attendance and participation rates, GPA, IEP referrals, sports and extracurricular involvement, discipline, common assessments, Panorama, VOCAL, teacher assignments, etc.)</p> <p><i>(Case House Cabinet Members, <b>Administrative Team</b>, RIDES Team, Tech. Team)</i></p>	<p>Cabinet and administrative teams identify data metrics by November, 2021</p> <p>Creation of a district-wide information system for students to be completed in summer, 2022</p>	
<p>Introduce the <a href="#">Continuum on Becoming an Anti-Racist, Multicultural Institution</a> and discuss how it can be applied to the Weston Public Schools.</p> <p><i>(Administrative Team, <b>Director of District Advancement</b>)</i></p>	<p>Administrative Team and DEI Committee learn about the continuum, discuss where the district fits along the continuum, and brainstorm next steps so that the district can move forward along the continuum to become a more</p>	

	anti-racist organization in fall, 2021	
<p><b>Examine results of the Social Studies Program Reviews to determine next steps in integrating social justice, multiculturalism, anti-racism, and service learning in curriculum and instruction.</b></p> <p><b>Examine results of the Guidance Program review to determine next steps in providing students with academic, social, and emotional support, communicating with families, and supporting students through the scheduling and college application processes.</b></p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, <b>Social Studies Department Head, Science &amp; Social Studies Curriculum Specialist, Social Studies Department</b>)</i></p>	<p>Social Studies Program Review completed and presented on May, 2022</p> <p>Guidance Program Review, internal and external ongoing August 2021-June 2022</p> <p>Action steps based upon program review recommendations determined in summer, 2022</p>	

<p><b>Recruit diverse guest speakers, authors, creative arts presenters.</b></p> <p><i>(Asst. Superintendent for Teaching and Learning, <b>Director of District Advancement, Director of Student Services, Principals, Department Heads, Directors, Curriculum Specialists, teacher leaders, PTO - particularly Creative Arts and STEM Councils</b>)</i></p>	<p>Analyze the diversity of speakers, authors, and presenters over the last three years in fall, 2021</p> <p>Take proactive steps to recruit more diverse speakers, authors, and presenters, especially in grade levels and subject areas that have not experienced much diversity</p> <p>Analyze the diversity of speakers, authors and presenters in 2021-22 in June 2022</p>	
<p><b>Create the portrait of a Weston graduate</b> which highlights a broader definition of success by elevating new measures of student achievement that extend beyond academics to include the knowledge, skills and attributes students need to be prepared for the future.</p> <p><i>(Administrative Team, Director of Student Services, <b>K-12 Guidance</b>)</i></p>	<p>Updated portrait of a Weston graduate created and presented in spring, 2022</p>	

### WPS Strategy 3: Communication and Community Connections

Action Steps	Measurable Outcomes	Status
<p><b>Each school establishes a positive behavior support plan that explicitly outlines what taking care of self, others, and community, looks, feels, and sounds like for students and educators.</b> Backing up this support plan is guidance for educators in setting expectations and supporting students.</p> <p><i>(Director of District Advancement, School Principals and leadership teams)</i></p>	<p>Positive behavior support plans and backing guidance for educators developed and/or enhanced by August, 2022</p>	
<p><b>Explore, select, and purchase translation tools/services that can increase the district's capacity to translate communications.</b></p> <p><i>(Director of Technology and Libraries, Asst. Superintendent for Teaching &amp; Learning, Director of Student Services, Principals)</i></p>	<p>Selection and purchase of tool(s) by January, 2022</p>	
<p><b>Extend the number of languages translated to any first language shared by five or more families in the school or district.</b> Reach out to families who have first languages that don't reach the five family threshold and develop individual translation plans for them.</p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, Director of Student Services, Principals)</i></p>	<p>Establish the languages that documents will be translated in by September, 2021</p> <p>Develop individual translation plans for families who have first languages that don't reach the threshold for translation by October, 2021</p>	
<p><b>Update the process of allocating funding for high school clubs</b> to be more flexible so that students have more opportunity to create clubs, generate interest, and find appropriate club advisory support.</p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, High School Principal)</i></p>	<p>Develop a proposal for funding allocation for high school clubs and advisor stipends to present to the WEA in negotiations by October, 2022</p>	
<p><b>Develop and share a tool for evaluating school sponsored events to examine them for inclusivity.</b> Make changes to school-sponsored events as necessary to promote belongingness for everyone.</p> <p><i>(Director of District Advancement, Principals, Department Heads, Directors, Club and activity)</i></p>	<p>Tool developed and shared by January 2022</p> <p>At least 3 school-sponsored events evaluated for inclusivity by June 2022</p>	

<i>leaders, Athletic Director, PTO)</i>		
<b>In partnership with the PTO, develop at least one event per school whose purpose is to bring the school community together and celebrate its diversity.</b>  <i>(Principals, event organizers, PTO)</i>	Community-building events for each school sometime in the 2021-22 academic year	

<b>Strengthen the partnership with Lesley University</b> to provide coursework and student teaching both for Lesley students and Weston staff members, with a particular focus on prospective educators from historically marginalized groups.  <i>(Asst. Superintendent for Teaching &amp; Learning, Principals, Cooperating Teachers)</i>	Successful Lesley student teaching pre-practicums and practicums during the 2021-22 school year	
<b>Explore possible changes in the High School schedule</b> so that Juniors and Seniors could have more opportunity taking courses at local colleges or participating in internships with local businesses and community organizations.  <i>(HS &amp; MS Schedule Taskforce)</i>	Taskforce to evaluate and possibly change the HS and MS schedules in 2022-23 or 2023-24 created in Fall, 2021	