

# Weston High School Improvement Plan 2022-2025

| WPS Strategy 1: Innovative Instruction For All Students   |  |        |
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| Action Steps  | Measurable Outcomes  | Status |
| <p><b>A. 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>Monthly leadership training sessions focusing on learning partnerships in 2022-23</p> <p>School-based CRE sessions throughout the 2022-2023 school year</p> <p>Survey feedback from faculty regarding 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>Culturally responsive teaching practices regularly noted in classroom observations</p> |        |
| <p><b>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>(<b>Director of District Advancement</b>, 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 2023</p>   |        |
| <p><b>C. Deliver Job-embedded, personalized professional development and material support via the Instructional Coach.</b> The Instructional Coach is a new addition to our school’s teacher support structure at WHS. Our coach looks to provide differentiated teacher support fostering teacher growth and learning, striving to have a significant impact on student learning as a result.</p>  | <p>School-wide communications/supports regarding classroom expectations, best/effective practices, helpful supports (i.e. Infinite Campus)</p> <p>New Teacher Academy</p> <p>Act as a learning partner with teachers to learn and implement new best practices, by co-enrolling in courses or</p>  |        |

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|  | <p>book study.</p> <p>Coaching Cycles</p> <p>Mini-Coaching Cycles</p> <p>Support Requests</p> |  |
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## WPS Strategy 2: Diversity, Equity and Inclusion

| Action Steps   | Measurable Outcomes  | Status |
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| <p><b>A. Build a MTSS (Multi Tiered Systems of Support) Model at the High School level based on research and quality examples.</b> The High School is part of our WPS initiative to build seamless MTSS systems in each of our schools. We will work toward creating <a href="#">Inclusive and Equitable Systems</a> (Novak) that ensure that ALL students learn at high levels.</p> | <p>Administration will lead the faculty in raising awareness through information sharing, implementing some changes to student supports, and providing training for faculty in UDL as necessary.</p> <p>Administration will build the <a href="#">MTSS Focus Areas</a> into our strategic planning for the 2022-23 school year and beyond.</p> <p>Teachers will provide high quality Tier 1 instruction in all classrooms, using <a href="#">UDL Strategies</a>.</p> |        |
| <p><b>B. Enhance student support process using our Instructional Support Team (IST)</b></p>  | <p>IST creates a streamlined Referral Process for teachers, using a step-by-step intervention process</p> <p>Special Education referrals are reduced when appropriate and MTSS Tier 2 supports are adjudicated. (FLEX, DSP, Topics, etc.)</p>  |        |
| <p><b>C. Implement the Positive Behavior Interventions and Supports Model (PBIS).</b> School-wide PBIS focuses on the development and implementation of pro-active procedures and practices to prevent problem behavior for all students and improve school climate.</p>   | <p>Faculty and Staff will use the PBIS process as a guide to positive behavioral interventions.</p> <p>Assistant Principal and team members create the WHS PBIS Handbook for use in the 2022-23 school year and beyond.</p>  |        |
| <p><b>D. Reboot and enhance the High School advisory program</b> so that every student is connected to an advisor, all advisors are involved, trained and prepared,</p>  | <p>Advisory systems, structures and schedules created by November 2022</p>   |        |

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| <p>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 teams regularly planning advisory sessions and supporting educators with materials in 2022-23</p> <p>School-wide advisory professional development in Winter, 2022/23</p> <p>Students surveyed on the impact of advisory in May/June, 2023</p> |  |
| <p><b>E. 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>Team of student leaders, WHS educators, and administration, working collaboratively to plan for each assembly</p> <p>Students surveyed about the impact of school/grade assemblies on their sense of belonging in May/June, 2023</p>                    |  |

### WPS Strategy 3: Communication and Community Connections

| Action Steps  | Measurable Outcomes   | Status |
|---|---|--------|
| <p><b>A. Develop a Center for Community Service at Weston High School</b> that helps students pair up with community providers, including creating more opportunities for senior internships</p> <p><i>(Asst. Superintendent for Teaching &amp; Learning, HS Principal, HS Community Service Advisor)</i></p> | <p>Launch the Center for Community Service in Spring, 2023</p>  |        |
| <p><b>B. Focus on communication and community connections through in-person forums and topical zoom presentation.</b> This year we are experimenting with a hybrid communication model that combines both formats to increase community participation post Covid school.</p>                                  | <p>Principal will lead at least 3 Coffees during the school year for families in-person and virtual combination.</p> <p>Administration will provide in-person/virtual forums on suggested topics like MCAS results, <a href="#">VOCAL Survey Results</a>, transitions, mental health supports, etc.</p> |        |