

# Watertown Public Schools

## Watertown High School Improvement Plan 2016 – 2018

<b>DISTRICT STRATEGIC GOALS</b>
<b>Support High Academic Achievement</b> The Watertown Public Schools will ensure that each student becomes an accomplished learner in the arts, humanities, mathematics, physical sciences and social sciences. The school system will provide all students with a learning environment that sets high expectations and stimulates thinking, problem-solving, inquiry, creativity, and hard work.
<b>Foster the Capacity for Lifelong Learning</b> The Watertown Public Schools will ensure that each student develops a capacity for life-long learning through comprehensive skill development, exposure to a broad universe of knowledge and disciplines, and support for a diversity of learning styles, future plans, and personal interests.
<b>Promote Global and Local Citizenship</b> The Watertown Public Schools will ensure that each student becomes informed about and participates in local and world affairs. Students will strive to understand people of different backgrounds and cultures and the interconnectedness of the contemporary world.

**MISSION STATEMENT:** The mission of the Watertown High School is to nurture lifelong learners through examination of human achievements, development of essential skills, and promotion of civic responsibility and ethics. We are committed to a rigorous curriculum designed to foster students' growth as creative and independent thinkers. We will provide a safe and nurturing environment in which students and faculty have the opportunity to realize their potential.

### **CORE VALUES:**

- R** We **RESPECT** each other, and we respect ourselves
- E** We are **EMPOWERED** to grow and pursue our dreams
- A** We **ACHIEVE** as students and as well-rounded individuals
- C** We aspire to **CREATE** something new from our knowledge and experiences
- H** We **HONOR** our rights and responsibilities as members of this community

### **SCHOOL-WIDE LEARNING EXPECTATIONS**

- Effective Oral and Written Communications
- Creative and Efficient Problem Solving
- Gathering and Evaluating Information
- Analysis and Synthesis of Ideas and Perspective
- College, Career, and Life Skill Readiness
- Goal-Directed Persistence
- Community and Service Orientation
- Cultural Awareness and Cross-Cultural Skills
- Social Responsibility and Citizenship

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**SUPPORT HIGH ACADEMIC ACHIEVEMENT**

<b>KEY STRATEGIES</b>	<b>ACTIONS</b>	<b>RESPONSIBILITY</b>	<b>STATUS</b>
Provide Training in Teaching English Language Learners	-To continue to include WHS teachers in district RETELL training.	ESL Coordinator, academic coordinators, faculty, Principal	-Coordinators, Teachers, and ESL Coordinator arranged teacher sign-ups. -Scheduling occurring as part of PD planning
Support more academic success and stronger transition to high school through common planning time.	-Continue implementing Common Planning for World Language. Explore possibilities with PE/Health -Coordinators work with teachers to use common planning time and departmental time for examining differentiated instruction, looking at teacher planning, and looking at student work. - Establish periodic feedback mechanism regarding effectiveness of common planning	Principal, academic coordinators, teachers	FY'15-16 Implemented for Spanish FY'14-15 - implemented common planning for Special Ed, English, Science, Social Studies, Math. -Principal meets monthly with Curriculum Coordinators and Asst. Superintendent for planning meetings
Ensure that NEASC school accreditation process results in genuine school improvement.	Interpret findings of NEASC report and make changes accordingly	Principal, NEASC co-chairs, academic coordinators, faculty	-Completed Formal Self-Study in SY 2016. -Self-Study Teams completed identifying the standards that require improvement at WHS. Voted on by faculty NEASC Decennial Site Visit completed March 2016 -WHS re-accredited with Warning status assigned for facility needs; Follow-up report due to NEASC Sept. 2017; Follow-Up committee being formed
Make progress toward becoming a	-SY 2017 implement Chromebooks for Grades 9 &10	Educational Technology and	Presentation to Faculty took place at May 2016 Faculty meeting.

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1-to-1 student to technology device school.	-SY 2018 implement Chromebooks for Grades 11 & 12	Library Media Coordinator, Library and Media Specialist, teachers	Orientations <u>took place</u> for families in June and August 2016
Extend learning and assessment communication outside the classroom.	<ul style="list-style-type: none"> <li>-Secure further time and training for teachers on google sites</li> <li>-Secure time and training for teachers on PowerSchool</li> <li>-Explore options for electronic gradebooks and set date by which all teachers will use an online grade book, allowing for continual access by parents and students</li> <li>-BC Study to examine additional ways to engage parents in the educational process</li> </ul>	Principal, tech coordinator	<ul style="list-style-type: none"> <li>-On-Line PD about Google Classroom made available for WHS faculty</li> <li>-With the infusion of ChromeBooks, there is widespread use of Google Classroom.</li> <li>-Workshops on Google classroom have been offered with faculty instructors</li> <li>-Convened a task force to explore revamping Progress Reports to include more information than they do now, ideally electronic.</li> <li>-Convened a task force to explore Parent-Teacher Conferences</li> <li>-Initial partial rollout of PowerSchool Parent Portal March 2017</li> <li>-Parent Conf. expanded from 1 Fall to 2 Fall &amp; 2 Spring</li> <li>-Principal creates and distributes an electronic newsletter at least twice a month to staff, parents, central office and school committee</li> </ul>
Move toward fully scheduling all students; develop post-secondary pathways for all 11 <sup>th</sup> and 12 <sup>th</sup> grade students	<ul style="list-style-type: none"> <li>-Continue to fully schedule students by adding electives and career and transitional readiness programming in '15-'16 and beyond.</li> <li>-Continue to look at 11th/12th grade course offerings in all departments, to ensure all students are college or career ready.</li> </ul>	Principal, guidance, academic coordinators	<ul style="list-style-type: none"> <li>-Media electives expanded</li> <li>-Arabic course expanding</li> <li>-Addition of new 12th grade ELA programming for students</li> <li>-Increased staffing in Guidance in 2014-2015 and 2016-2017</li> </ul>

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	<ul style="list-style-type: none"> <li>-Add additional staffing in world languages, humanities, and STEAM for SY 2016.</li> <li>-Examine adding a Fab Lab Elective</li> <li>-Continue to recruit juniors and seniors for peer leaders</li> </ul>		<ul style="list-style-type: none"> <li>-Add a Fab Lab elective for 2016-17</li> <li>-Add a student Help Desk elective for 2016-17</li> <li>-PLTW is continuing to be phased in; 1 course in SY15, 2 added in SY16 and Capstone to be added in SY17</li> <li>-Increased Aide in Math lab from 0.8 to 1.0 FTE</li> <li>-added a Language Based Science teacher in SpEd</li> </ul>
Fully comply with MA Core Recommendations	<ul style="list-style-type: none"> <li>-Explore adding two-year world language requirement for all students</li> </ul>	Principal, world language coordinators	<ul style="list-style-type: none"> <li>-Implemented 4 years of PE and 4 years of Math in 2015-16</li> </ul>
Implement School-Wide Learning Expectations	<ul style="list-style-type: none"> <li>-Continue to use rubrics for measuring student and school success in meeting learning expectations.</li> <li>-Continue to use faculty and department meeting time to focus on writing and speaking across the curriculum (“written and spoken communication”) and on development of college, career, and life skill readiness.</li> <li>-Continue adapting rubrics as necessary, based on teacher experiences.</li> </ul>	Principal, accreditation team, WHS faculty and coordinators, department faculty	<ul style="list-style-type: none"> <li>-School Wide Learning Expectations distributed in SY 2013-2014.</li> <li>-Developed oral and writing rubrics.</li> <li>-Teachers are experimenting with oral presentation and writing rubrics across disciplines</li> <li>-Team 21 established SY16 to draft additional rubrics for other learning expectations to present for trial and comment by staff</li> </ul>
Document and Publish School Curriculum with Common Assessments	<ul style="list-style-type: none"> <li>-Continue to finish work on curriculum documentation and common assessment development</li> <li>-Publish curriculum on WHS website.</li> </ul>	Principal, assistant superintendent, academic coordinators	<ul style="list-style-type: none"> <li>-All depts updated curriculum maps for core courses and are working on electives</li> <li>-New Asst. Supt effective 7-1-16 will take on the management of publishing the curriculum on web site</li> </ul>

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<p>Ensure quality differentiated instruction in all academic settings.</p>	<ul style="list-style-type: none"> <li>-Hold discussions and provide training as needed in department meetings and on Prof Dev days</li> <li>-Focus on differentiation in teacher evaluations.</li> <li>-Receive periodic updates from other departments on their progress toward completing PD on differentiated instruction</li> </ul>	<p>Administration &amp; Academic coordinators, faculty</p>	<ul style="list-style-type: none"> <li>-Specific PD was offered in English department for differentiated instruction</li> <li>-Several presentations by SpEd Administration at Faculty meetings</li> <li>-PD planned for SY17 in differentiating instruction and in co-teaching</li> <li>-Planned +2.0FTE spec. Ed. teachers for inclusion/co-teaching</li> </ul>
<p>Explore deeper learning goals</p>	<ul style="list-style-type: none"> <li>- Explore curiosity driven education that rewards and encourages independent thinking and requires students' active meaning-making</li> <li>- Add two more Project lead the way courses in SY 16-17</li> <li>- Exploring options for co-teaching and cross-disciplinary collaboration</li> </ul>	<p>Site council, CTE Coordinator, Principal, All coordinators</p>	<ul style="list-style-type: none"> <li>- Collaboration with Fab Lab tools across departments</li> <li>- Project Lead The Way continuing to be phased in</li> <li>-Student Help Desk elective initiated in 2016-17</li> <li>-Co-teaching opportunities with ESL &amp; GenEd as well as SpEd &amp; GenEd</li> <li>-Options for semester based 12th grade English establish in SY15</li> </ul>
<p>College and career counseling</p>	<ul style="list-style-type: none"> <li>-Continue to build capacity in guidance dept. to have more time and resources for college counseling.</li> <li>-Increase staff in guidance department</li> <li>-Dovetail guidance with advisory for part of year to help with college, career and life planning</li> </ul>	<p>Guidance team</p>	<ul style="list-style-type: none"> <li>-Set up a Career Resource Center in Guidance Dept.</li> <li>-Addition of staff in guidance dept in 2014-15 and 2016-17 equaling a 1.0 FTE increase to the department</li> <li>-Guidance created curriculum that is delivered through Advisory and continues to enhance that curriculum</li> </ul>

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**FOSTER THE CAPACITY FOR LIFELONG LEARNING**

<b>KEY STRATEGIES</b>	<b>ACTIONS</b>	<b>RESPONSIBILITY</b>	<b>STATUS</b>
Maintain and Expand Advisory Program	<ul style="list-style-type: none"> <li>-Continue to refine curriculum as needed for grades 9-11</li> <li>-Continue to developed REACH through advisory</li> <li>-Promote clubs to 9th graders</li> <li>-Continue to develop College and Career Planning and Readiness in the 11th grade advisory</li> </ul>	Advisory Curriculum Team, Teacher-advisors, Guidance counselors	<ul style="list-style-type: none"> <li>- Completed ALICE training in SY 2015 and currently drilling ALICE in SY 2016</li> <li>- Students may apply to be peer leaders in May of sophomore/junior year</li> <li>- Using advisory time to debrief assemblies and presentations</li> <li>-established stipends for keeping advisory curriculum fresh</li> </ul>
Reduce academic failure rate and increase four-year graduation rate	<ul style="list-style-type: none"> <li>-PUSH program added in SY 2013 for students at risk of dropout or delayed graduation</li> <li>- Add instructional aid to the PUSH program as the program expands</li> <li>-Reinstate Data Teams</li> <li>-Explore community mentoring programs</li> </ul>	Associate Headmaster, faculty, SST, support services staff	<ul style="list-style-type: none"> <li>-PUSH increased from half-time to full-time</li> <li>-Changed study hall format and reduced the numbers of them SY14</li> <li>-Mental health counseling FTE increased</li> <li>-after school tutoring</li> <li>Reviews and responds to D&amp;F lists</li> <li>-math lab and writing lab staffed</li> <li>-PD in inclusive practices</li> <li>-PD in LGBTQ issues and concerns</li> <li>-Guidance has developed robust post-secondary info sessions</li> </ul>
Strengthen and add to extra-curricular learning opportunities; increase participation rates and leadership development	<ul style="list-style-type: none"> <li>-Continue to run Club Fair during 8th grade tour day and the beginning of school year</li> <li>-Have regular Captain's meetings for leadership training; consider MIAA training.</li> <li>-Consider committing to a recurring service project</li> </ul>	Dean of Students, Activity advisors, Coaches, Athletic Director	<ul style="list-style-type: none"> <li>-New clubs added: drama club, anime club, suicide prevention funding group, feminist coalition, photography club, speech &amp; debate, environmental club, dance club, Biobuilder club, Girls who Code, Raiders Against Drugs Society</li> <li>-Club descriptions, meeting times and places posted on website.</li> <li>- Newspaper "Raider Times" is growing</li> <li>-Mt. Washington ISP Trip instituted SY15</li> </ul>

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			<ul style="list-style-type: none"> <li>-Leadership dev. Opportunities: RYLA, MIAA Leadership Camp, Advisory Peer Leaders, GBR SAC, HOBY, Kingian Student Leaders</li> <li>-REACH-out student mentors; REACH-out PE (SY16, REACH-out music (SY17)</li> <li>-REACH-out student awards at Faculty Meetings</li> <li>-Harvard Peer Leadership courses</li> </ul>
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**PROMOTE GLOBAL AND LOCAL CITIZENSHIP**

<b>KEY STRATEGIES</b>	<b>ACTIONS</b>	<b>RESPONSIBILITY</b>	<b>STATUS</b>
Increase opportunities for curriculum on global issues and increase local and global travel opportunities for students.	<ul style="list-style-type: none"> <li>-Examine low-cost opportunities for travel through clubs or courses or class activities.</li> <li>-Explore a variety of ways in the curriculum to increase global understanding</li> </ul>	-Curriculum coordinator, other faculty potentially including class advisors and world language teachers	<ul style="list-style-type: none"> <li>-Costa Rica trip April 2016 &amp; Feb 2017</li> <li>-Looking at curriculum-based environmental trips</li> <li>-NYC music trip every other year</li> <li>-Kingian Non-Violence Training summer/fall 2016</li> </ul>
Partner with Wayside Youth Coalition, WPD, and others in efforts to produce a safer, healthier student body	<ul style="list-style-type: none"> <li>-Wayside survey to assess youth risk behavior in Watertown in FY 2016</li> <li>-Continue to utilize mental health professionals and other clinicians as trainers and resources for faculty on student mental health issues.</li> </ul>	-Principal, Dean of Students, SRO, Clinical Team, Peer Leaders, advisors	<ul style="list-style-type: none"> <li>-Reviewing results of Wayside survey to assess youth risk behavior from 2014.</li> <li>New club RAD (Raiders Against Drugs) formed in April 2016, supported by the community</li> <li>-Youth Wellness Champions</li> <li>-Opioid Task Force town/school</li> <li>-9th gr. Signs Of Suicide curriculum</li> <li>-SPEAK Week</li> <li>-Pre-prom/pre junior cruise meeting planned yearly</li> <li>-Speaker at pre-prom/cruise meeting implemented in SY15</li> <li>-REACH student awards at faculty meeting</li> </ul>
Improve attendance and student discipline rates	<ul style="list-style-type: none"> <li>-Have all teachers use period attendance in PowerSchool so data can be quantified.</li> <li>-WHS Administrative team to review effectiveness of no credit</li> </ul>	Dean of Students, Associate Headmaster, Attendance Officer, faculty	<ul style="list-style-type: none"> <li>-Period attendance in student information system is used by most teachers</li> <li>-Full-time PUSH counselor,</li> </ul>

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	<p>policy, Saturday school, and other attendance interventions.</p> <ul style="list-style-type: none"> <li>-Explore curriculum, space and staffing for in-house suspension</li> </ul>		<ul style="list-style-type: none"> <li>-Attendance officer functions handled by assistant principals &amp; by moving the tardy check-in to the lobby.</li> <li>- 1 Staff to be moved from SpEd IA to In-House suspension monitor</li> </ul>
<p>Increase quantity and quality of community service and other civic activity</p>	<ul style="list-style-type: none"> <li>-Expand participation opportunities in Service Club</li> <li>- Continue to infuse community service conversation in advisories</li> <li>- Look into adding examples of opportunity to the website</li> <li>-Examine creating a Google doc of community service opportunities that is easily accessible</li> </ul>	<p>Service Club Advisors, and Community Service Coordinator.</p>	<ul style="list-style-type: none"> <li>-Service Club and related advisory started in SY 2012 (numerous projects)</li> <li>-Community Service Advisor advertises opportunities</li> <li>-Principal shares community service opportunities with the students, families and with the community service coordinator</li> </ul>
<p>Explore opportunities to better integrate ELLs and other immigrant and international students.</p>	<ul style="list-style-type: none"> <li>-Consider opportunities for lunch groups, language partners</li> <li>-Identify group of native speakers/student leaders who can provide tours and orientation for new ELL students.</li> <li>-Continue to translate documents in multiple languages</li> <li>-Continue to provide translation services for meetings</li> </ul>	<p>-International Club Advisors, Dean of Students, ESL teachers &amp; ESL coordinator.</p>	<ul style="list-style-type: none"> <li>-International clubs continue</li> <li>-SEI teacher and administrative staff training for non-native English speakers.</li> <li>-Added speakers to speak week</li> <li>-ESL teachers are actively exploring ways to draw in parents of ELL's</li> <li>-examining possibility of including ELL's in PLTW co-taught section</li> <li>-translation services made available for documents and meetings</li> <li>-Badminton club draws many ELL's</li> <li>-Guidance counselor dedicated</li> </ul>

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