

**Wayland High School  
Wayland Public Schools  
School Improvement Plan 2015 – 2016**

***WPS Core Values: Teaching and Learning, Collegiality, Respect for Human Differences, Community***

**Goal 1:** To expand and more fully realize a system-wide RTI program in a teaching and learning environment that integrates teacher collaboration, sharing of best practices, differentiated instruction, and the use of data to inform instruction.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
1.1	Increase the use of data to identify struggling students.	Allyson Mizoguchi and Department Heads	In order to build a culture of data-driven instruction: <ul style="list-style-type: none"> <li>• Department chairs will engage in regular discussions about data (mid-year and final exams, course grade distribution, MCAS data, etc.);</li> <li>• Department heads will begin to examine current readings on the topic;</li> <li>• When possible, teacher teams will begin to use data protocols to examine common assessments.</li> </ul>	September through June 2016
1.2	Expand the role of the Academic Center in intervention efforts to support all students.	Allyson Mizoguchi and Department Heads Subgroup	The department heads group will: <ul style="list-style-type: none"> <li>• Explore and identify the role of the Academic Center in light of expanding the reach of RTI and implementing a new District Curriculum Accommodation Plan;</li> <li>• Articulate a job description for the Academic Center Coordinator and run a hiring process for this position.</li> </ul>	By April 2016
1.3	Examine the explicit teaching of study skills at WHS (via a faculty task force).	Allyson Mizoguchi, Ethan Dolleman, and Faculty Group	During inservice time, a faculty subgroup will develop a statement of philosophy that answers the question, “What study skills are essential for success in high school, and where/how do students at WHS learn or reinforce these skills?” <ul style="list-style-type: none"> <li>• Research WHS department efforts in this area and best practices.</li> <li>• Develop a road map that identifies when and how students attain necessary study skills at WHS.</li> <li>• When/if there are gaps, make recommendations for implementation of skills intervention and instruction.</li> </ul>	January through June 2016

**Goal 2:** To enhance health and wellness education, with an emphasis on healthy relationships and violence prevention, employing a systemic approach to curriculum, instruction, extra-curricular activities, and school culture.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
2.1	In partnership with REACH, continue to implement Mentors in the Violence Prevention (MVP) program in Grade 11 Wellness, including a student MVP club.	Scott Parseghian and Wellness Department	To further develop the MVP program: <ul style="list-style-type: none"> <li>• Student-led MVP club will run trainings and events and will help coordinate MVP sessions with eighth graders in the spring;</li> <li>• There will be ongoing evaluation of program implementation by Wellness teachers in department meetings, including surveys of student experiences.</li> </ul>	January through June 2016
2.2	Strengthen school culture according to identified advisory goals through continued implementation and refinement of the 9-12 Advisory program.	Allyson Mizoguchi and Faculty Advisory Committee	<ul style="list-style-type: none"> <li>• Now in its fourth year, we will survey students and staff about two specific elements of our Advisory program (the schedule and grade groupings). We are also examining results from MWAHS, attendance and discipline data, and anecdotal feedback from faculty.</li> </ul>	By February 2016
2.3	Begin to evaluate current practices, specifically homework, as they relate to student stress and social/emotional wellness.	Allyson Mizoguchi and Faculty Subgroup	During inservice time, a faculty subgroup will develop a statement of philosophy for WHS about homework practices. <ul style="list-style-type: none"> <li>• Research the issue of homework.</li> <li>• Look into departmental practices.</li> <li>• Consider WHS mission statement.</li> <li>• Make a recommendation as to a WHS statement of philosophy about homework.</li> </ul>	Ongoing, by June 2016

**Goal 3:** To increasingly employ instructional technology for the purpose of improving student proficiency with core content knowledge and skills, while building technology-related competencies – and to do so in conjunction with developing a comprehensive approach to science, technology, engineering, arts, and mathematics education.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
3.1	Develop a draft comprehensive three-year technology plan, focusing on professional development for staff and the articulation of a shared technology vision.	Allyson Mizoguchi, Mary Barber, and WHS Technology Committee	<ul style="list-style-type: none"> <li>Identify and prepare a Leadership Team to attend the <a href="#">Summer Connection</a> Institute in Morrisville, NC, on July 18-21, 2016. Create (Summer 2016) and integrate (Fall 2016) goals of the Leadership Team into the three-year technology plan (pending Foundation approval and funding).</li> <li>Provide professional development time to evaluate standardization of our Learning Management System.</li> <li>Evaluate the iPad as a potential 1:1 device for students.</li> <li>As part of district team, principal will attend blended learning training in order to develop a plan for implementing a vision at WHS.</li> </ul>	Through June 2016
3.2	Expand computer science course offerings.	Allyson Mizoguchi, Barbara Coughlin, Mike Hopps, and Mary Barber	<ul style="list-style-type: none"> <li>To increase the entry points at which all students may learn computer science and to provide more opportunities for students to advance their knowledge; two new courses will be developed and hopefully staffed for 2016-17.</li> <li>We will also explore integrating some principles of computer science into information literacy so all ninth graders are exposed to some computer science.</li> </ul>	Through June 2016
3.3	Develop WHS standards for digital citizenship and literacy.	Allyson Mizoguchi and Faculty Subgroup	<p>During inservice time, a faculty subgroup will develop a statement of philosophy for WHS about digital literacy and identify where and how students would learn these expectations.</p> <ul style="list-style-type: none"> <li>Research existing documents (AUP, Technology Plan) about current implicit or explicit expectations for digital citizenship.</li> <li>Research best practices.</li> <li>Develop a statement or road map that describes WHS expectations for digital literacy and identifies how and when students learn them.</li> </ul>	January through June 2016

**Goal 4:** To narrow the achievement gap through the use of culturally proficient teaching strategies, data-based analyses, and, in general, by building on strategies that work.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
4.1	Increase student voice and engagement among our Boston resident students through regular leadership meetings and the launch of two Tenacity Challenge teams.	Allyson Mizoguchi, Mark Liddell, Mary Bracken, and Barbara Coughlin	<ul style="list-style-type: none"> <li>Principal holds monthly meetings with Boston resident students.</li> <li>Participate in student leadership workshops (such as IDEAS).</li> <li>Participate in Tenacity Challenge, March 2016.</li> </ul>	September 2015 - June 2016
4.2	Increase opportunities for celebrations and events regarding culture and diversity on campus.	Allyson Mizoguchi, and Student and Faculty Subgroup	<ul style="list-style-type: none"> <li>Increase visual representations of our diversity (such as "Faces of Wayland").</li> <li>Line up speakers and events on issues of race and culture during Winter Week. Speaker during Black History Month.</li> </ul>	September 2015 - June 2016
4.3	Increase cultural proficiency among staff through professional development.	Allyson Mizoguchi	<ul style="list-style-type: none"> <li>All faculty will engage in three workshop sessions led by IDEAS on "Difficult Conversations about Race and Racism."</li> </ul>	November and December 2015
4.4	Create a staff group for supporting work around cultural proficiency.	Allyson Mizoguchi and Faculty Subgroup	<p>During inservice time, a faculty subgroup will create a road map for the formation of a staff group where the primary purpose is to best support all students through culturally proficient practices. This group would be based on best practices and current research.</p> <ul style="list-style-type: none"> <li>Research best practices for group dynamics and cultural proficiency.</li> <li>Develop a year-long plan for the formation and facilitation of the group.</li> <li>Possible (re-)launch in the spring.</li> </ul>	January through June 2016

**Goal 5:** To launch an exploration of potential enhancements to the School Department's offerings as identified and prioritized by the School Committee, Administration, and the School Committee Summit.

	<b>Strategic Initiatives</b>	<b>Person(s) Responsible</b>	<b>Outcomes and Measurements (Evidence/Data)</b>	<b>Timeline</b>
5.1	Explore the potential and challenges of adopting a new Student Information System.	Ethan Dolleman and District Committee	<ul style="list-style-type: none"> <li>A list of criteria for evaluation of an SIS will be created. A select group of SIS vendors will present to and will be evaluated by the committee, with the goal of two or three information systems recommended for adoption by late spring.</li> </ul>	October 2015 - April 2016