

Somerville High School School Improvement Plan

Overview:

The purpose of this document is to provide an overview of our school improvement plan. The Somerville Public Schools' Strategic Plan was used as a launching pad to create the priority areas seen in this document. Additionally, the work of the following teams was used to produce the content of this plan:

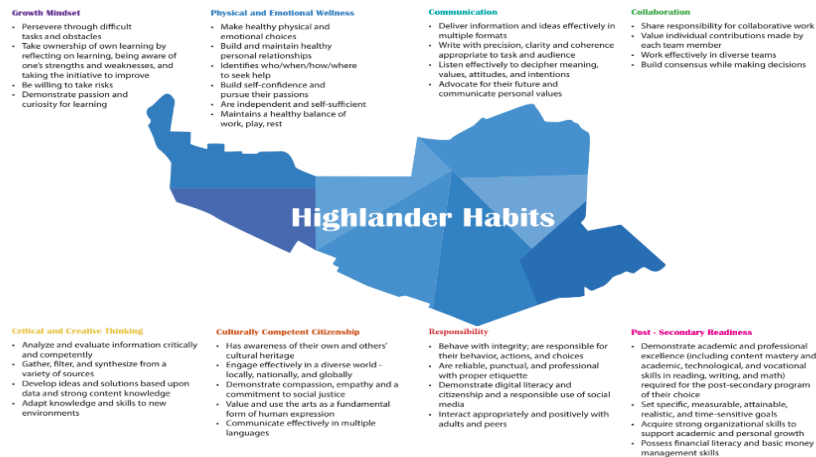
- Somerville High School Administrative Team; Somerville High School School Improvement Council

The priorities will guide the focus of our school. Additionally, the priorities and goals will be used to inform the work leadership teams this year. This includes, but is not limited to the following meetings: Instructional Leadership Team (ILT), SHS Department Meetings, SHS Administrative Team meetings; SHS Student Council Meetings; SHS Community Meetings (SST).

Mission and Vision:

Somerville High School is a place where we value educating the whole student. **We aspire to help each student find and explore their passions.** We have high expectations and provide individualized supports for all students. Our vision of the high school graduate is one where students have developed not just content knowledge, but life skills - what we call the Highlander Habits - that will help them succeed on whatever path they choose.

Vision of the Graduate:



Core Values (SHS's "Guiding Principles")

- Keep Equity at the Forefront
- Community and Connection
- Communication and Support
- Authentic and Equitable Learning Experiences and High Expectations for All
- Explore Passions

We want to more fully realize our vision, to help EVERY student to find their passion, to develop the skills necessary to achieve at a high level, and to feel a sense of purpose, ownership, independence and belonging both in and out of the classroom. To do this, we are focusing primarily on improving our use of **data**, on **raising expectations**, and on creating more opportunities for **student voice and choice** both in and out of the classroom.

Our data indicates a strong correlation between attendance and academic performance (grades and MCAS scores); our theory of action is that we can improve attendance by providing more student-centered, engaging curriculum and instruction, by refining our systems of support and intervention, by strengthening our partnership with families and caregivers, and by creating more student ownership in and out of the classroom. And if we can improve attendance, academic performance (failure rates, MCAS scores, drop out rates) will improve accordingly.

PRIORITIES			
Academic Excellence - Promote instructional rigor through educator development and by cultivating a culture of educators as leaders - Identify and implement best practices for targeted supports to meet the academic and social emotional needs of students	Equity and Access Develop a comprehensive system to disrupt persistent disparities across various student populations, with a particular focus on combating racial and ethnic inequities	Wellness and Joy Enhance student community-building opportunities	Family and Community Engagement Strengthen partnerships with local universities, businesses and community members to increase wraparound opportunities and supports for students and families
SMART GOALS			
- In order to improve student performance, engagement, and independence, by 2027, all students will be engaged in rigorous, grade-level and above, student-centered learning experiences in every class on a weekly basis. - In order to better connect students to supports and remove barriers to success, we will improve our use of data and systems of identifying strengths and needs and connecting students to targeted, research-based	In order to remove barriers that prevent students from accessing opportunities that help them develop their passions, over the next three years, we will increase representation of historically under-represented groups in extra curricular, higher level courses, CTE by at least 20% closer to their actual percentage of the total school population.	In order to improve students' sense of belonging, connection, and ownership, SHS will increase the number of student leadership/ownership opportunities across demographics both in and outside of the classroom by at least 25% over three years; and increase the number of unique students in formal leadership roles by 25%.	- In order to help students develop their passions, their Highlander Habits skills, and a sense of ownership of their learning, SHS will build on its foundation of out-of-school learning to provide every student with at least one post-secondary level course and one real world project before they graduate. - In order to improve the home/school partnership, we will revise communication systems to ensure all parents/caregivers receive regular information about what their child is learning at school, opportunities for support and enrichment, and timely updates on student progress, with an increased focus on positive

supports.			communication; as well as increase the number of opportunities for families to provide input and feedback to SHS staff.
ACTION STEPS/STRATEGIES			
1.1 SHS staff will employ its Common Practices on a daily basis, including student-centered learning experiences, rigorous, engaging curriculum, scaffolding for independence, and shifting the heavy lifting to students. 1.2 The ILT and SHS Admin team will develop and implement Department and School Wide PD that helps teachers develop these common practices, and the SHS admin team will align observations and feedback with the Common Practices. 2.1 Teachers, Counselors, PLCs, Departments, and Communities will more regularly use student data and the data cycle to identify student strengths and needs, and to connect students with appropriate supports both in and out of the classroom, to monitor the effectiveness of the supports, and remove them when	3.1, SHS will develop and establish systems to monitor demographic data, and then use that data regularly to identify gaps in participation, and research the root causes of those gaps. This data monitoring will include participation in CTE, athletics, clubs, out-of-school learning opportunities, access to higher level courses as well as performance on AP and MCAS exams. 3.2 SHS will explore new scheduling ideas that would allow for an increase in the total number of individual students who participate in extracurriculars, CTE, performance ensembles, supports, and advanced course work during the school day.	4.1 We will convene a group of staff and students to map out existing opportunities, analyze the demographics and number of unique students in leadership roles, and generate ideas for new opportunities for leadership and prioritize focus areas with a focus on creating opportunities across different demographics at the school. This group will also develop a system for measuring student leadership opportunities.	5.1 We will pilot an out of school learning project ("ECHO") and presentation for all seniors in SY26; In SY27 and SY28, we will improve upon the pilot program, and then adjust skill and project development accordingly through revised curricula in grades 9-12. 6.1 We will partner with student-led communications club to explore and implement social media and other methods of communication; We will analyze parent/family access to our newsletter and make better use of talking points from communities or from principal

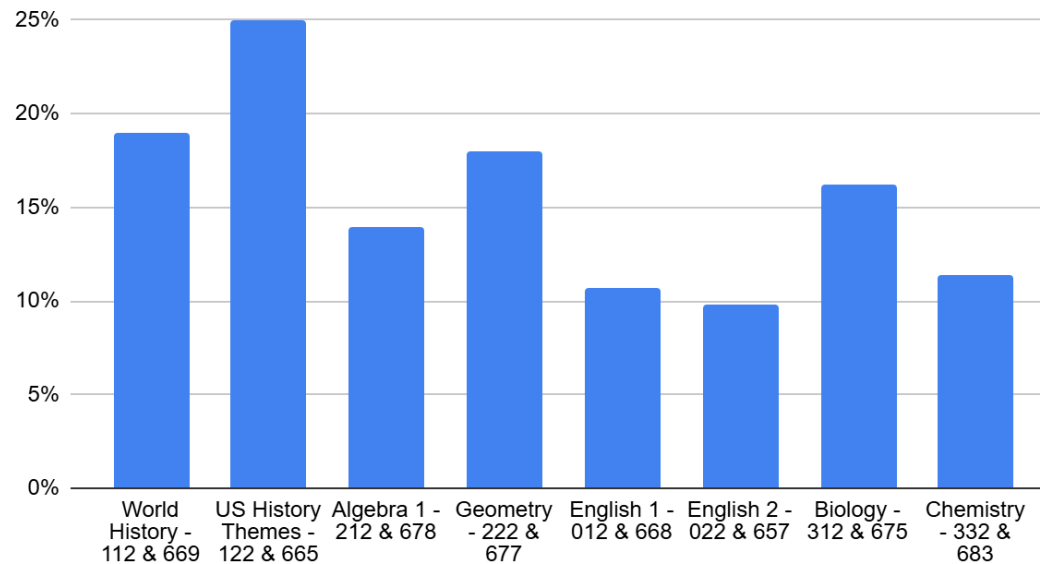
appropriate.			
OUTCOMES/KEY PERFORMANCE INDICATORS			
Walk throughs and observations will evidence students engaging in rigorous, grade-level and above, relevant student-centered curriculum in every class, and teachers using common practices that promote rigor and independence on a daily and weekly basis as measured by the Common Practice checklist. Students' responses on the academic engagement section of the conditions of learning survey (or other survey) will increase by 10% in "always" and "usually" categories. There will be an increase in students graduating from post secondary institutions including colleges, technical schools, and professional apprenticeships. Students scoring Exceeds on the Science, English, and Math MCAS will increase by at least 10% over the next three years and the number of students in not meeting will reduced by 10% After improving targeted, data-based access to social-	There will be at least a 10% increase in all sub group performance on Science, English and Math MCAS. Participation in clubs and co-curriculars will be representative of enrollment demographics. Growth of representative access to advanced coursework will be maintained or increased for all subgroups. Maintain growth of representative access to advanced coursework for MLE students to CTE. There will be at least a 10% decrease in failure rates across sub groups especially those from historically marginalized groups	We will see an increase in participation in co-curricular activities of at least 10% percent Teachers will implement leadership opportunities within the classroom The number of school-wide leadership opportunities (mentors, wellness ambassadors, table leaders etc) will increase by at least 20%, and the number of students in leadership roles will increase by at least 20%. On the Conditions of Learning Survey and on other surveys, students will report a 10% increase in favorable feelings toward school climate and connection to the community.	We will increase number of students on internships and co-ops by 20% percent We will increase out of school learning opportunities for all students by implementing ECHO for seniors, a project for all juniors, and the civics project in 10th grade, with a goal towards promoting meaningful, in-depth, student driven products. We will increase number of partnerships with outside organizations to provide real-world experiences for students All students will have at least one post-secondary experience (college or technical school work) through their courses before graduating. Teachers will send at least one positive message home about each student We will increase the number of community building opportunities for parents/families, and increase the number of parents/families attending existing events.

emotional and academic supports and interventions, we will see at least a 10% reduction in failure rates and daily and class absenteeism.			
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Appendix A. Data to support

SY24 Failure Data

Core CP Course Failure % Frosh & Soph SY24



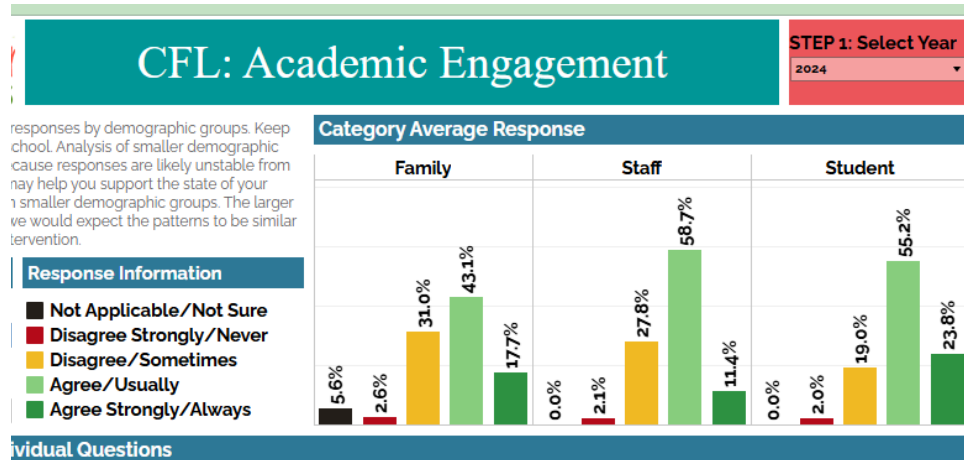
SY Course Failure Rates Correlated with Class Absences

SY24 Semester 1 failures and total class absences	
# of class absences	# of students who failed
0-10	33
11-20	25
21 or more	78

SY24 Semester 2 failures and total class absences	
# of class absences	# of students who failed
0-10	21
11-20	27
21 or more	138

SY24 Full Year Course Failures and Total Class Absences	
# of class absences	# of students
0-10	33
11-20	48
21 or more	319

Conditions for Learning: Academic Engagement -- Cumulative



SY24 MCAS

