



Somerville High School

2025-2027 School Improvement Plan

Mission and Values

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.

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

Vision of the Graduate

Growth Mindset

- Persevere through difficult tasks and obstacles
- Take ownership of own learning by reflecting on learning, being aware of one's strengths and weaknesses, and taking the initiative to improve
- Be willing to take risks
- Demonstrate passion and curiosity for learning

Physical and Emotional Wellness

- Make healthy physical and emotional choices
- Build and maintain healthy personal relationships
- Identifies who/when/how/where to seek help
- Build self-confidence and pursue their passions
- Are independent and self-sufficient
- Maintains a healthy balance of work, play, rest

Communication

- Deliver information and ideas effectively in multiple formats
- Write with precision, clarity and coherence appropriate to task and audience
- Listen effectively to decipher meaning, values, attitudes, and intentions
- Advocate for their future and communicate personal values

Collaboration

- Share responsibility for collaborative work
- Value individual contributions made by each team member
- Work effectively in diverse teams
- Build consensus while making decisions

Highlander Habits

Critical and Creative Thinking

- Analyze and evaluate information critically and competently
- Gather, filter, and synthesize from a variety of sources
- Develop ideas and solutions based upon data and strong content knowledge
- Adapt knowledge and skills to new environments

Culturally Competent Citizenship

- Has awareness of their own and others' cultural heritage
- Engage effectively in a diverse world - locally, nationally, and globally
- Demonstrate compassion, empathy and a commitment to social justice
- Value and use the arts as a fundamental form of human expression
- Communicate effectively in multiple languages

Responsibility

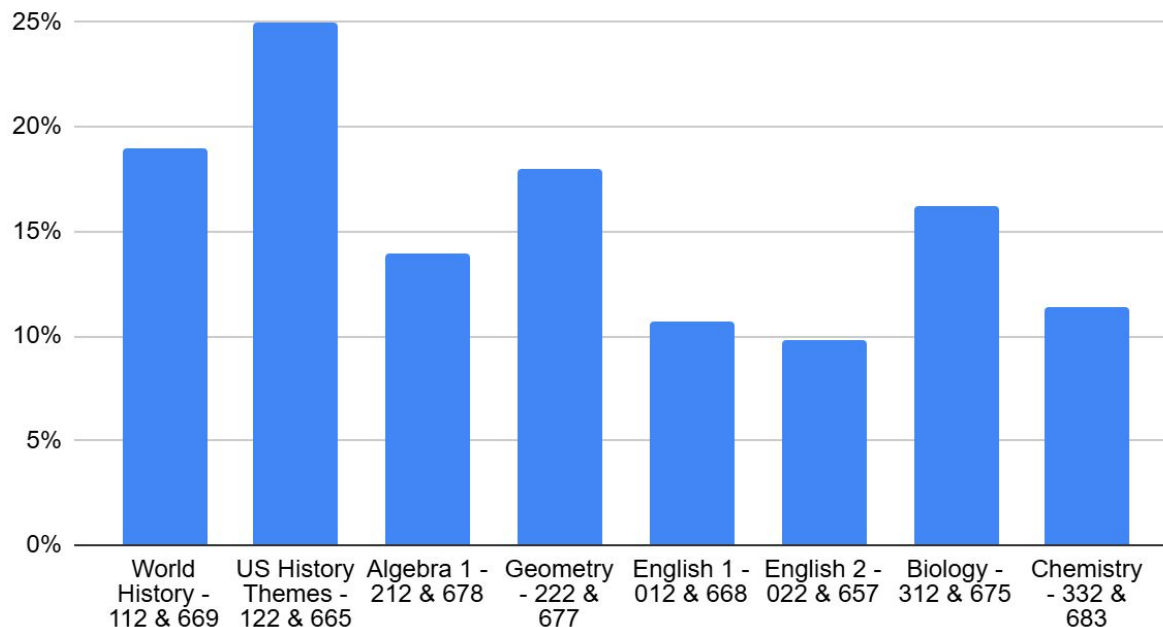
- Behave with integrity; are responsible for their behavior, actions, and choices
- Are reliable, punctual, and professional with proper etiquette
- Demonstrate digital literacy and citizenship and a responsible use of social media
- Interact appropriately and positively with adults and peers

Post - Secondary Readiness

- Demonstrate academic and professional excellence (including content mastery and academic, technological, and vocational skills in reading, writing, and math) required for the post-secondary program of their choice
- Set specific, measurable, attainable, realistic, and time-sensitive goals
- Acquire strong organizational skills to support academic and personal growth
- Possess financial literacy and basic money management skills

The Data Driving our Plan- Failure Rates

Core CP Course Failure % Frosh & Soph SY24



The Data Driving our Plan - Absences and Failure Rates

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

The Data Driving our Plan - MCAS Scores

- MCAS scores have largely remained stagnant, with a slight increase in failures in Math SY24
- We know our students are capable of more
- For SY24 Science MCAS, 31% of 9th graders who failed were absent more than 10% of the year; this was also true of 45% of 10th graders who took the bio exam and 60% of the 10th graders who took the chemistry or physics exam

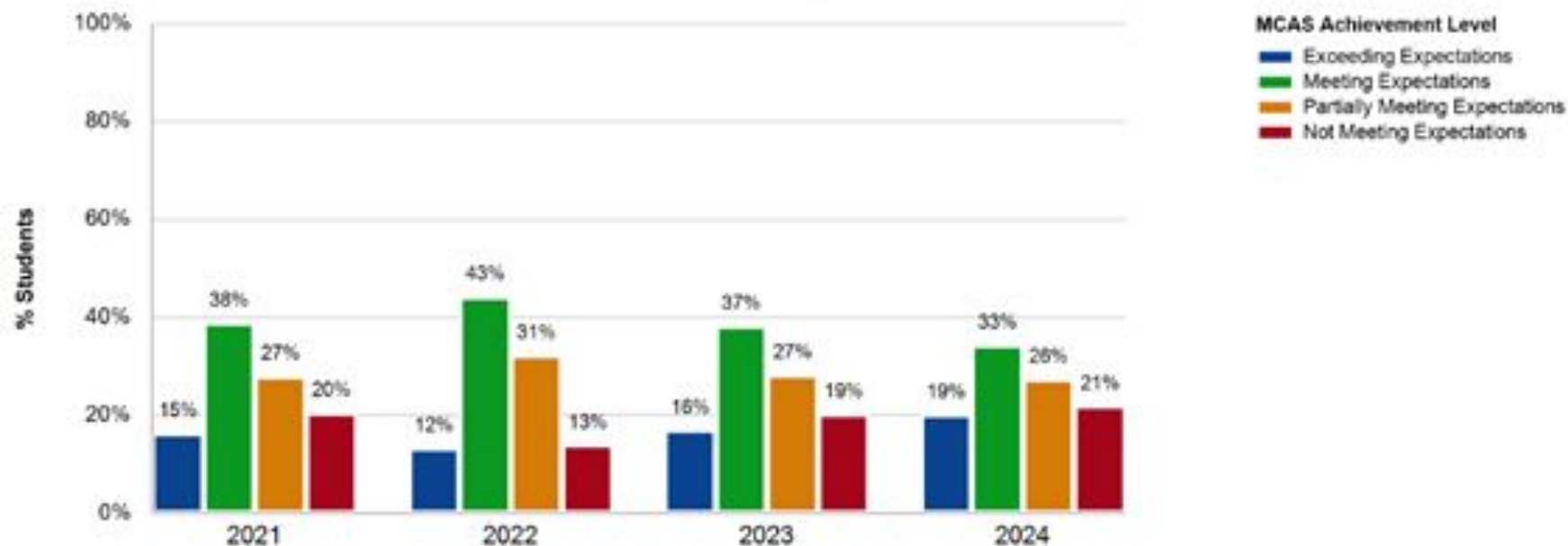
**note - ELA MCAS may have actually risen more significantly because the score needed for passing was raised in SY24

PE305 District Achievement Distribution by Year

English Language Arts Grade 10

District : Somerville (02740000)
Grade : 10

Student Group : All Students

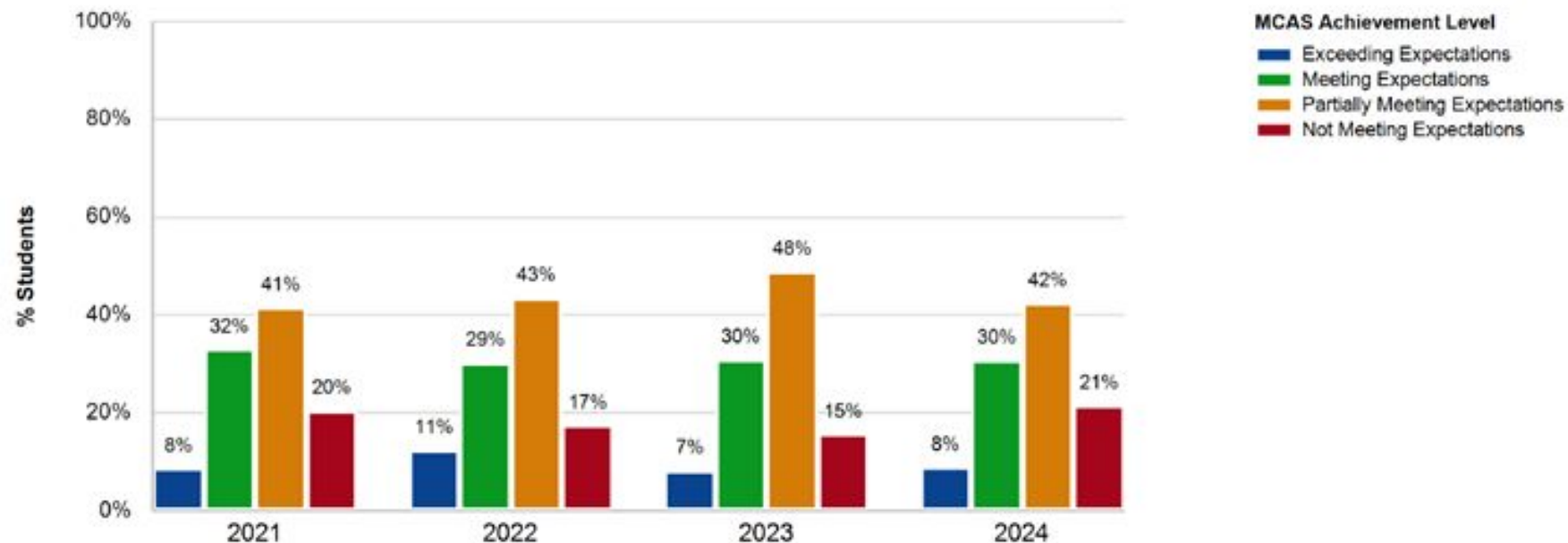


PE305 District Achievement Distribution by Year

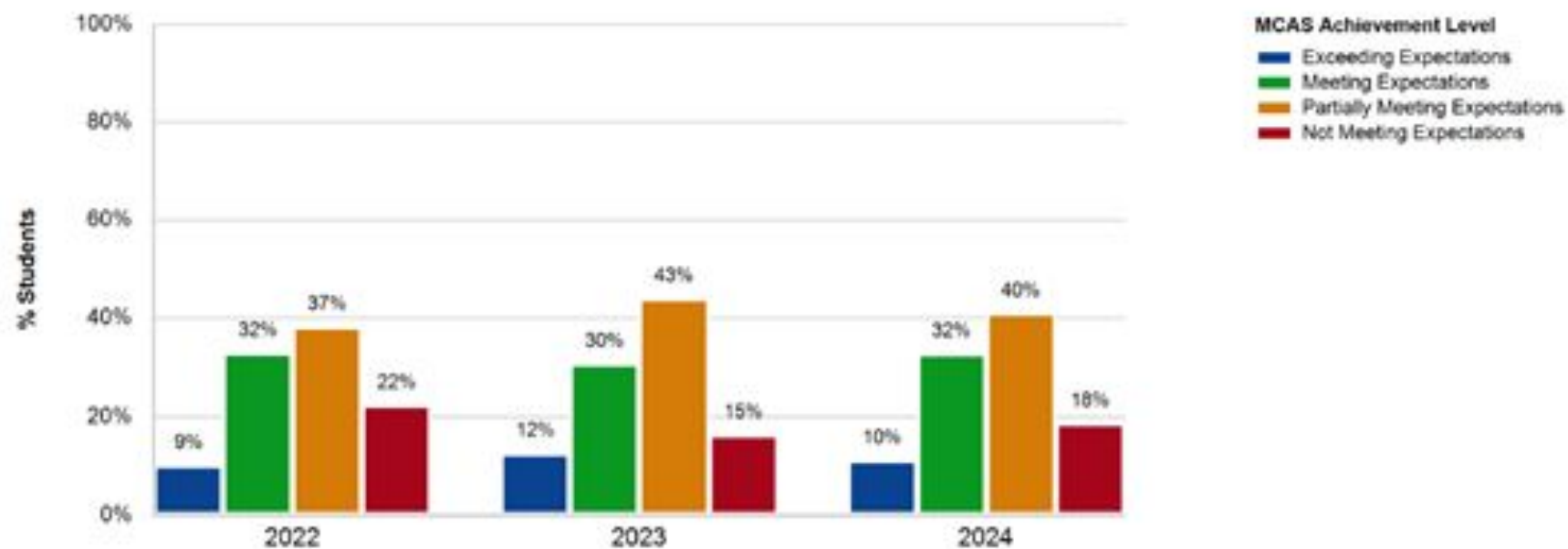
Mathematics Grade 10

District : Somerville (02740000)
Grade : 10

Student Group : All Students



Student Group : All Students



Theory of Action

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,***
- ***refining our systems of support and intervention***
- ***strengthening our partnership with families and caregivers***
- ***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.

SIP Goal #1 - Academic Excellence

1. 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.
2. 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 supports.

Action Steps:

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 appropriate.

Outcomes:

- **Walk throughs and observations will evidence students engaging in rigorous, grade-level and above**, relevant student-centered curriculum in every class
- 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.**
- **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%.
- At least a **10% reduction in failure rates** and daily and class absenteeism.

SIP Goal #2 - Equity and Access

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.**

Action Steps:

- 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.
- 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.

Outcomes:

- 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

SIP GOAL #3 - Wellness and Joy

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%.

Action Steps:

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.

Outcomes:

- 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.

SIP Goal #4 Family and Community Engagement

- 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 communication**; as well as **increase the number of opportunities for families to provide input and feedback** to SHS staff.

Action Steps:

- 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.
- 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

Outcomes:

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**.

Conclusion

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.