

Executive Summary for Weber High School

Weber High School is located in Pleasant View, Utah at the base of the majestic Ben Lomond mountain. Weber has approximately 2,061 students in grades 10 through 12 who reside in Pleasant View, North Ogden, Harrisville, Huntsville, Eden, Liberty, and Ogden Canyon. Weber High is the largest of the 5 high schools in the Weber School District and we are considered a suburban school.

The original Weber High was built in 1926 and was located in Ogden. Our current building was completed in 1973. Our population continues to grow and we currently have 4 portables, one of which is a double wide with 2 classrooms.

Demographics

Total Enrollment: 2,061

Hispanic- 201

American Indian- 5

Asian- 18

Pacific Islander- 7

Black- 8

White- 1767

Multiple Race- 55

ELL- 20

Special Education- 189

504- 152

Faculty and Staff

Weber High currently employs 4 administrators, 111 faculty members, 6 school counselors, 1 Licensed Clinical Social Worker, 1 school resource officer, 1 media center specialist, 4 aides, 9 secretaries, 1 registrar, 7 paraprofessionals, 3 student advocates, 2 bookkeepers, 5 full time custodians, 17 part time custodians, 1 tech user support specialist, 1 part time school nurse and 9 food technicians. We have a very large faculty and staff who get along well with each other, they put student needs first and they strive daily to make Weber High a great place to be.

Mission and Vision Statement

Mission Statement

Weber High School will establish a supportive learning community, which fosters creativity, encourages curiosity, and promotes critical thinking. Weber will create a challenging learning environment that encourages effective communication, life-long learning, and compassion that prepares students to serve in a global community.

Vision Statement

Together, we inspire students to rise to challenges and live with compassion.

The Weber High School Mission Statement was revised the fall of 2016 when the school was adding the International Baccalaureate program. The faculty worked together to create a statement that represented what Weber was about, what we wanted to daily strive for and it needed to include the values of the IB program. The mission statement was created, approved by the Weber High staff then was presented to and approved by the community council and PTSA. The new mission statement was implemented at the start of the 2017 school year. In the fall of 2018, it was suggested we create a new vision statement that tied in with and supported our mission statement. The faculty created a new vision statement which was approved by our student government, community council and PTSA. The mission and vision statements represent our daily focus, our purpose as well as our long term student achievement goal.

Academics and Extracurricular

Weber High students have many opportunities to excel in academic and extracurricular areas. These activities include:

- Sports: baseball, basketball, cheerleading, cross country, drill, football, golf, lacrosse, soccer, softball, swimming, tennis, track, volleyball and wrestling. We allow 9th graders to participate in all our sports.
- School: HOPE Squad, approximately 58 clubs and groups, CTSOs, yearbook, National Honor Society, school musicals and plays, student government, math labs and tutoring, school newspaper, AP, and concurrent enrollment classes and the International Baccalaureate program. Pre-COVID our students had a daily FLEX class where they had the opportunity to do homework, get help from a teacher and take tests or quizzes. Teachers would request students to come to their class and students could request to go to other teachers' classes for help. Prior to the 2020 school year, students were able to use Warrior Time every Monday after school to get help from teachers, complete labs, take tests and complete assignments. Student advocates work with struggling students, track attendance and provide RTI support.

Weber high school has always been a high achieving school academically and we have seen a slight shift as our demographics have been changing (see ACT scores below). Our stakeholders are supportive of our academics and hold us accountable for high results. We are able to use TrustLands money to lower class sizes with teacher buyouts in core classes which has helped us focus on improving core academic scores, improve technology in the classroom, supplement student devices as we are a 1:1 school and provide our students extra support through funding of our student advocates. Our PTSA supports all our students and programs, they support 2 scholarships awarded to graduating seniors each year and they are heavily involved in improvements we are making. Our stakeholders are committed to Weber High, they support our mission and vision statements and they provide a wide variety of assistance to help us reach our goals. There is great community pride in making Weber the best school it can be.

Five Year Trends - Average ACT Composite Scores

	2014	2015	2016	2017	2018	2019
Weber High	20.5	20.8	20.5	20.8	20.3	20.3
Weber School District	19	19.3	19	19.3	18.8	19
State	19.7	19.7	19.8	19.9	19.7	19.7

10th Grade MGP Scores for 2019 ASPIRE Testing			
School	ELA	Math	Science
Weber High	62	62	45

Technology

Over the past 3 years, we have replaced and added new technology in our classrooms. Weber High moved to 1:1 devices in August of 2019. Prior to this change, Weber High was equipped with 1 computer lab of 72 computers, 36 computers in the library, 7 CTE labs and 20 Chromebook carts. The entire English department had a classroom set of Chromebooks and each department had at least one 36 Chromebook cart. To support this high use of Chromebooks, Access Points were installed in each classroom as well as in various locations throughout the school. Prior to moving to 1:1, all of our teachers received Google training and had the opportunity to become Google certified. Our district technology department provided the Google certification training for our teachers on late start and early out days. The district also covered the certification fee for each teacher. All teachers have their own school issued Chromebook and consistently receive professional development on how to utilize the use of this technology. In-school Ed Tech coaches as well district technology mentors provide training and support for all teachers. New teachers are assigned an in-school tech coach who is able to provide necessary support.

All teacher classrooms have a projector and a board (Smart or whiteboard) and we have started to replace old projectors with smart tvs. Several teachers have document cameras they still use and we continue to bring in new technology that will assist best teaching practices. All of our technology advances and training helps our students not only excel but achieve high academic success.

Student Advocates

Weber High currently has three student advocates who are funded by Trustland monies. The advocates run our In School Suspension program, they work with academically struggling students as well as monitor off track for graduation students, they track non-attenders and are heavily involved in our school wide intervention process. The advocates work with teachers, counselors and administrators in identifying students who are in need then they work with students and parents to remediate. The advocates work with students before school, at lunch, after school and will call students out of class as needed. Prior to COVID, the advocates used our FLEX period as the main time to work with our students. Our advocates play an important role in remediation, ontrack for graduation, connectivity to school and community support, and their roles support our school improvement goals, mission and vision.

Collaborative Leadership Team

Weber High's Collaborative Leadership Team (CLT) consists of 8 teachers, a school counselor and all 4 administrators. This team was put together with the purpose of identifying school needs, areas of improvement, increasing student support and improving teaching practices. Our leadership team attends all half day training provided by our district and spends the second half of the day collaborating on what aspects of the training fit our needs and how we can implement them. Several of our members have attended the Solution Tree Conference to gain knowledge on professional learning communities and best practices. Members of the CLT meet monthly to set and proceed on a path of achieving our set yearly goals. Various CLT members lead the meeting and participate in faculty meetings to present data, information and provide training on necessary topics. Our CLT has established the following goals:

1. Every PLC meeting will start off with a review of collaborated norms.
2. Canvas: By May 2021, all teachers will complete modules with instructions or daily notes, curriculum, assignments, quizzes and tests for each unit. Units will be based on essential standards. Implement the Panorama program and use its data to address 1 Social Emotional Learning area our students need.
3. Three Year Plan: By May of 2021, all teachers will have modules established on Canvas. Starting in August of 2021, teachers within each department PLC will improve GVC based on essential standards for each unit throughout the year and complete this by May 2022. By the end of school year 2023, we will have at least $\frac{2}{3}$ of our faculty using standards based grading.

School Improvement Plan

Goal #1: Weber will increase composite ACT score by 0.5 points.

- We will compare composite 2020 ACT scores to 2021 composite scores.

Action Plan-- we will:

- Reduce English class size while maintaining current size of math and science classes.
- Improve ACT prep practices currently incorporated into English curriculum.
- Pay for 8 teacher buyouts in core classes.
- Offer 4 or more ACT prep classes prior to our set ACT test dates.
- Pay for ACT prep materials and training for ACT class teachers.

Goal #2: Support training for teachers and increased enrollment in our International Baccalaureate program.

- Increase enrollment from 16 students to over 24 for 2020-2021 school year.

Action Plan-- we will:

- Provide mandatory update training for 5 IB teachers whose classes are single and co-seated with AP classes.
- Continue to promote the IB program to our community as well as Weber School District students and parents.

Goal #3: Support and track mental/emotional health of all students, faculty and staff.

- Implement the Panorama program

Action Plan--we will:

- Have students take a survey to gather Social Emotional Learning data.
- Review data and select 1 area we will work on the remainder of the year to improve.
- Compare first of year survey data to end of year survey data.

Improvements

Weber High has made many improvements over the past 3 years.

1. Instructional Improvements

- a. The Collaborative Leadership Team was revised, new members added and the team is addressing instructional best practices in areas we are lacking.
- b. Faculty members have been trained in improved Professional Learning Communities practices and they are implemented in school wide department PLC's.
- c. FLEX period has been revised to improve remediation and data collection through use of Google forms has been implemented.
- d. We have added 3 new teachers in the social studies department due to increased interest in AP Euro History, AP Psychology and Psychology 1010. Two full time Ag science teachers were also added to meet the demand of student interest.
- e. We have added a new expanded math class to help struggling learners. New elective classes were added in PE: Dance, Spin Cycle, High Intensity Training and Suspension Training. We added Web Development, Computer Science,

Computer Programming and Computer Science Principles as concurrent enrollment classes.

- f. An additional student advocate was hired to provide more support to struggling students.
2. Technology Improvements
 - a. One-to-one devices, Chromebooks for all students and teachers.
 - b. Chromebook tech support person added to the media center.
 - c. Access points have been added throughout the building to improve wireless access for all devices.
 - d. Smart tv's have replaced projectors as they have gone out.
 - e. A high density projector and screen were installed in the big gymnasium.
 - f. A signage wall is being installed in our commons.
 - g. Three Ed Tech coaches were added to assist staff members and provide technology training as needed.
 - h. A district technology mentor is assigned to new teachers who are in their first three years of teaching to provide training and tech support.
 - i. Teachers are using Canvas, Google Drive, Google Classroom and other various programs to improve instructional learning in the classroom.
 - j. New tv's have been placed in the lunchroom to advertise breakfast and lunch items for each line.
 3. Physical Improvements
 - a. A new chiller and boiler have been installed.
 - b. Several classrooms and areas of the building have been repainted and carpet replaced.
 - c. The foods room has undergone a major renovation.
 - d. New furniture i.e. desks, chairs, tables have been added to classrooms.
 - e. Control units have been replaced on the various heating and cooling units on the rooftop.
 - f. The front sidewalk has been replaced and the stairs have been repaired.
 - g. Drainage and parking has been improved in our coaches parking area.
 - h. The east parking lot has been resurfaced.
 - i. Four portables have been placed on the east side of the building.
 - j. The grass in the stadium has been replaced with turf, the high jump area was resurfaced, a new long jump pit and runway were installed and a new shot put pit was created.
 - k. ADA accommodations have been put in place around the building and in the stadium.
 4. Social Behavior Improvements
 - a. A Licensed Clinical Social Worker has been added to our staff as a tier three intervention for behavioral support.
 - b. A sixth full time counselor was hired.
 - c. The program Panorama has been adopted to help us identify social, emotional and learning struggles of our students.

- d. Unity Day has been added, HOPE Week activities are led by our HOPE Squad members and a HOPE day was added in February.
- e. Character themes are presented to students by teachers at the beginning of each month.
- f. Awesome Warrior recognitions are nominated by teachers who see our students exemplifying the character theme of the month and they are recognized by administration.
- g. Warrior of the Month event, one student selected per teacher per year, recognized with family