

Norwood Public Schools
Norwood, Massachusetts

Norwood High School

SCHOOL
IMPROVEMENT
PLAN

2018-19

Mission Statement:

Norwood High School is a partnership of students, parents/guardians, staff, and community. Our mission is to provide opportunities in a safe and supportive environment for all students to pursue excellence in the four A's: Academics, Arts, Athletics, and Activities. Assessed by rigorous academic, social, and civic expectations, students learn to think independently and contribute responsibly as respectful members of a diverse, global society.

2018-19 School Council Members

Hugh T. Galligan – Principal
Jeff Loja – Teacher
Laurie Mead-McGrory – Teacher
Anne Sheffield – Teacher
Anita Hennessey – Parent
Michelle Hsu – Parent
Sarah Quinn – Parent
Lisa Tarabelli – Parent
Sarah Sullivan – Community Member
Aidan Prior – Student
Gia Rodriguez – Student
Tim Rose – Student

SCHOOL DATA

Demographics

Enrollment by Gender

	2014-2015	2015-2016	2016-2017	2017-18
Male	530	516	482	489
Female	507	513	475	469
Total	1037	1029	957	958

Enrollment by Race/Ethnicity %

Race	2014-2015	2015-2016	2016-2017	2017-18
African American	11.4	11.7	12.7	12.0
Asian	4.6	4.6	3.9	4.3
Hispanic	6.2	7.1	9.5	11.0
Multi-Race	1.1	1.7	1.7	2.6
White	76.6	74.8	72.2	70.1

Selected Populations %

	2014-2015	2015-2016	2016-2017	2017-18
First Language not English	12.7	9.4	13.9	16.1
English Language Learners*	1.9	1.8	4.3	5.5
High Needs*	31.1	18.8	33.3	37.0
Retentions	2	1.5	0.8	1.3
Special Education (total)	15.5	14.9	15.6	17.4

Average Class Size

	2014-2015	2015-2016	2016-2017	2017-18
All Grades	13.8	13.8	13.3	14.8

Mobility Rate % Stability

	2014-2015	2015-2016	2016-2017	2017-18
All Grades (Aggregate)	95.1	95.9	96.2	96.3
Limited English Proficient	77.3	68.4	82.8	91.4
Special Education	86.7	92.6	90.7	91.5
Econ Disadvantaged	90.8	93.9	93.5	90.6

MCAS

MCAS Spring 2016									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	School
Grade 10 ELA	46	47	44	45	7	6	3	3	228
Grade 10 Math	60	54	23	24	10	15	7	8	230
Grade 9/10 Science and Technology	32	29	51	44	12	21	6	5	217

MCAS Spring 2017									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
Grade 10 ELA	42	47	49	44	6	6	1	3	231
Grade 10 Math	56	53	24	26	11	14	8	8	230
Grade 9/10 Science and Technology	41	32	44	42	12	21	3	5	207

MCAS Spring 2018									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
Grade 10 ELA	43	51	50	40	5	6	2	3	240
Grade 10 Math	53	51	22	27	18	14	7	8	240
Grade 9/10 Science and Technology	33	32	49	43	13	21	5	5	221

MCAS Assessment Data Trends

- ELA total proficient/advanced % improvement each year, outperforming state this year.
- Math total proficient/advanced % dipped below state average this year.
- Science % of proficient/advanced continues to outperform state averages by an average of 9% over the last 3 years.
- Not consistently meeting goals for high needs population: this includes special education, ELs, and economically disadvantaged students.
- Low participation rate among high needs, EL, and economically disadvantaged students in 2016-17 and 2017-18.
- Growth percentiles are between 25-50%, not meeting target of 50%.
- This data is for the legacy MCAS. Move to next generation MCAS exam for students in Spring 2019.

NORWOOD PUBLIC SCHOOLS
PROGRESS REPORT
OF THE
2017-2018 SCHOOL IMPROVEMENT PLAN

PROGRESS REPORT:	Please give a status report on each objective that was identified in your 2017-2018 School Improvement Plan. If the objective has been accomplished, please indicate when and how it has benefited the school. If the objective has not been accomplished, please explain why and when you anticipate the objective will be completed.
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ACTIVITY	MEASURED OUTCOME by June 2018
<p>I. ACADEMIC NEEDS</p> <ul style="list-style-type: none"> • Review/revise NHS homework policies and procedures • Review/revise NHS attendance policy • Integrate students from TASC/PACS programs into mainstream classrooms • Administrative structure review • NHS Mission Statement, Vision of the Graduate 	<ul style="list-style-type: none"> • Completed: Updated policies in student and faculty handbooks. • Completed: Updated attendance policy in student handbook. • Ongoing: Incorporated into student goals and IEPs. This is an ongoing goal for the TASC programs. • Tabled: Other staffing needs have taken priority. We will focus on maximizing the current structure. • Ongoing: This item will become its own goal for the 2018-19 school year.
<p>II. GLOBAL COMPETENCY</p> <ul style="list-style-type: none"> • Grades 9-12 Social Studies curriculum review • Implement “Seal of Biliteracy” program 	<ul style="list-style-type: none"> • Ongoing: through 2018-19 school year to integrate civics modules into all social studies courses. • Completed: Students awarded Seal of Biliteracy in 2017 and 2018.
<p>III. HEALTH AND WELL-BEING</p> <ul style="list-style-type: none"> • Creation of an advisory program planning committee. • Administrative structure review • Cultural Proficiency 	<ul style="list-style-type: none"> • Completed: Integration of Freshmen Seminars facilitated by Guidance Department and implementation of Tuesday homeroom series. • Tabled: Other staffing needs have taken priority. We will focus on maximizing the current structure. • Ongoing: Promote and increase cultural proficiency through policies, programs, and professional development.

<p>IV. RIGOR/COLLEGE AND CAREER READY</p> <ul style="list-style-type: none"> • Creation of a senior capstone committee • Review and revise Program of Studies 	<ul style="list-style-type: none"> • Ongoing: Interdisciplinary days established, topic discussed. Will be tied into career preparation goal moving forward. • Completed: POS now incorporates school wide description of academic levels.
<p>V. TECHNOLOGY INTEGRATION</p> <ul style="list-style-type: none"> • Aspen/X2 Conversion 	<ul style="list-style-type: none"> • Completed: Fully converted and implemented.

NORWOOD PUBLIC SCHOOLS
NORWOOD HIGH SCHOOL

PRIORITY AREAS OF THE
2018-19 SCHOOL IMPROVEMENT PLAN

PRIORITY AREAS: Please outline below the objectives to be targeted for improvement at your school this year. These objectives should be identified by the School Council upon examining data on student performance and achievement and selected as priorities identified by data collected last year showing a concern about the progress of all students.

This statement should be submitted by the Principal to the Superintendent of Schools after extensive consultation and review by the School Council.

PRIORITY AREAS

- 1. Promote a safe, secure, and emotionally healthy learning environment for all students at NHS:** This approach will combine elements of social-emotional learning integrated throughout the curriculum and an enhanced approach to school safety efforts. Students will benefit from an increased focus on social emotional learning grounded in the five core competencies of our SEL curriculum: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Teachers will receive professional development on embedding SEL into the curriculum. Staff, students, and families will see a renewed focus on school safety best practices.
- 2. Integrate technology across the curriculum in order to create a blended learning environment:** As the district moves towards a 1:1 program, it is imperative that we ensure that our teachers have the skills needed to use this investment in a manner that changes instructional practices to benefit all students. We will begin a long and continuous process of using technology to increase students' access to the curriculum by providing supports to those that struggle while offering challenges to our highest performing students.
- 3. Create a Portrait of the Norwood High School Graduate that guides teaching and learning at NHS:** This year long process will facilitate the creation of a document that will address the following three questions: *What are the hopes, aspirations, and dreams that our community has for our kids? What are the skills and habits of mind that our kids need for success in this rapidly changing and complex world? What are the implications for the learning experiences we provide in our schools?* After adoption of the Portrait of a NHS Graduate document, we will create an implementation plan for the 2019-20 school year that will serve as a foundation for a curriculum grounded in essential academic, social, and civic skills for all students.
- 4. Enhance the NHS students' academic experience through career pathways that increase career counseling, offer exposure to relevant careers and interests, and encourage participation in career immersion experiences to make all NHS graduates "future ready":** Norwood High School currently offers a traditional college-preparatory education. By creating intentional overlaps between the NHS academic experience and careers that will be in demand in our nation, region, and community, we can provide students with both transferable academic and career specific skills in an equitable way. This practice will be grounded in five core principles: equitable access, guided academic pathways, enhanced student support, connection to career, and effective community partnerships. This planning year will allow for implementation in the 2019-20 school year.

**NORWOOD PUBLIC SCHOOLS
NORWOOD HIGH SCHOOL**

**SCHOOL IMPROVEMENT PLAN
OF THE PRINCIPAL AND SCHOOL COUNCIL**

ACTION PLAN: For each objective listed on the previous page, please describe a plan for improvement. The plan should include a list of activities; who will be involved; and over what time frames the problem will be addressed. A clear, concise explanation of how the improvement sought will be measured should be a part of this plan.

ACTIVITY	Budget Needs	WHO	TIME FRAME	MEASURED OUTCOME
Goal 1: SEL/Safety and Security				
<ul style="list-style-type: none"> • Implement, in conjunction with the NPS, a social emotional learning curriculum. 	Part of district budget	SEL Task Force, All staff	2018-2019	Embed 2 SEL initiatives per term in each department into curriculum
<ul style="list-style-type: none"> • Maintain and augment school spirit activities to create a stronger sense of community, culture, and pride at NHS for all students 	None	NHS leadership, Student Council, Clubs/Activities	2018-2019	Documentation of events/student and staff feedback
<ul style="list-style-type: none"> • Highlight one SEL initiative each term to enhance school culture and embed the five SEL competencies into our school culture. 	None	NHS Leadership	2018-2019	4 events designed to build community and raise school pride and spirit.
<ul style="list-style-type: none"> • Enhance teachers' ability to implement culturally relevant and responsive curriculum and culturally proficient teaching practices 	TBD	All Staff	2018-19	Ongoing policies, programs, and PD supporting curriculum focusing on cultural proficiency
<ul style="list-style-type: none"> • In partnership with NPD, provide professional development on school safety procedures, including Run/Hide/Fight active shooter response options. 	None	Admin/SRO	2018-2019	Meeting agendas, PD presentations
<ul style="list-style-type: none"> • Develop and maintain a school-based crisis team incorporating best practices to support student mental health and safety needs 	District PD budget	Principal, SACs, SRO, Guidance	2018-2019	Professional development series, updated policies
<ul style="list-style-type: none"> • Document, share, and facilitate comprehension of updated safety policies and procedures. 	None	Safety/Security Team	2018-2019	Completed School Emergency Operations Plan Summer 2019, updated faculty manual

<p>Goal 2: Technology Integration</p> <ul style="list-style-type: none"> Find purposeful ways to integrate technology throughout the curriculum Provide access through a 1:1 Chromebook program Provide professional development around integrating and managing technology in the classroom for all teaching staff 	<p>None</p> <p>District Budget</p> <p>TBD</p>	<p>Full Staff</p> <p>Technology/ full staff</p> <p>Staff/tech integrator/Admin</p>	<p>2018 – 2019</p> <p>Sept-Oct 2018</p> <p>January 2019</p>	<p>Content based lessons that use technology.</p> <p>Students assigned individual Chromebook.</p> <p>Dedicated PD days for technology integration and management.</p>
<p>Goal 3: Portrait of the NHS Grad</p> <ul style="list-style-type: none"> Create a timeline for Portrait of the NHS Graduate process Identify core skills that serve as a starting point for the POG work. Participate in professional development on best practices when creating POG. Participate in NEASC collaborative conference Invite key stakeholders to participate in POG series Solicit feedback from students, staff, parents, and community members on necessary skills for NPS graduate Create the visual and narrative story of the POG Adopt POG and create implementation plan Investigate formal and informal opportunities for teacher common planning time 	<p>None</p> <p>None</p> <p>\$200</p> <p>NEASC Fees</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>	<p>NHS/CMS Leadership</p> <p>All staff</p> <p>NHS Principal</p> <p>All staff</p> <p>District and NHS Leadership</p> <p>NHS Leadership</p> <p>POG Committee</p> <p>POG Committee/ NHS staff</p> <p>NHS Leadership</p>	<p>Aug-Sept 2018</p> <p>Nov-Dec 2018</p> <p>Oct 2018</p> <p>Nov 2018</p> <p>Dec 2018</p> <p>Jan 2019</p> <p>Jan-June 2019</p> <p>June 2019</p> <p>2018-19</p>	<p>Timeline Document</p> <p>PD Notes and documents</p> <p>Conference materials, planning documents</p> <p>Goals established during CC</p> <p>POG participant list</p> <p>Surveys, classroom visits, staff meetings</p> <p>3-5 part meeting series</p> <p>POG document</p> <p>Document CPT opportunities</p>

Goal 4: Career Pathways				
<ul style="list-style-type: none"> Investigate options for career innovation pathways 	None	NHS Leadership	Aug- Sept 2018	Meeting notes, proposal, PD
<ul style="list-style-type: none"> Apply for innovation pathway designation in chosen field 	None	NHS Admin & Guidance Head	Sept 2018	DESE Innovation Pathway Application
<ul style="list-style-type: none"> Hire and train a career counselor to build community partnerships in identified fields 	Partially grant funded	NHS Principal & Guidance Head	Sept-Dec 2018	Connecting Activities documentation, IP work
<ul style="list-style-type: none"> Team participation in Massachusetts College and Career Advising (CCA) professional development series 	None	Principal, Guidance, Teacher	2018-19	Professional development series
<ul style="list-style-type: none"> Build community partnerships with local workforce development agencies 	None	Principal, Guidance, Career Specialist	2018-19	Increase in number of partners and career programs
<ul style="list-style-type: none"> Establish career pathway planning committee to oversee planning and implementation process 	Possibly grant funded	NHS Admin, Guidance Head	Dec 2018	Identify committee, goals, and schedule
<ul style="list-style-type: none"> Identify community partners for innovation pathway planning phase 	None	Career Pathway Committee	Dec 2018 – June 2019	Increase in number of partners and career programs
<ul style="list-style-type: none"> Identify community partners for future internship and capstone experiences 	None	Career Pathway Committee	Dec 2018 – June 2019	Increase in number of partners and career programs
<ul style="list-style-type: none"> Identify coursework and immersion opportunities to coincide with pathways 	None	Career Pathway Committee	Dec 2018 – June 2019	Course and curriculum audit, pathway program of studies
<ul style="list-style-type: none"> Identify a diverse cohort of current 8th grade students to participate in innovation pathway 	None	Career Pathway Committee	Spring 2019	Recruitment efforts, identification, applications and acceptances

PROJECTED PROFESSIONAL DEVELOPMENT and DATA MEETINGS 2018-19	
September	Social-Emotional Learning
October	Social-Emotional Learning
November	Portrait of a NHS Graduate: Identification of Core Skills
December	NEASC Collaborative Conference Review
January	Technology Integration
February	Technology Integration
March	SEL/Tech/Career Curriculum Integration
April	School-Based Transitions
May	Portrait of a NHS Graduate: Adoption and Implementation
June	End of year review