

Norwood Public Schools
Norwood, Massachusetts

Norwood High School
School Improvement Plan
ONE-YEAR UPDATE
SY 2024-2025



Principal:

Hugh T. Galligan, Ed.D.

Associate Principal:

Cynthia Derrane

School 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.

School Data Snapshot

Selected Populations %

	2020-2021	2021-2022	2022-2023	2023-24
First Language not English	17.7	19.0	22.2	24.2
English Language Learner	5.2	5.0	7.8	9.4
Students with Disabilities	16.4	17.4	21.3	22.3
High Needs	40.0	46.9	49.3	52.8
Economically Disadvantaged	26.7	37.3	36.9	38.4

Average Class Size

	2019-2020	2020-2021	2021-2022	2022-2023
All Grades	14.5	4.4	14.3	13.3

Mobility Rate

	2019-2020	2020-2021	2021-2022	2022-2023
All Grades (Aggregate)	6.0	3.3	7.3	9.4
Limited English Proficient	28.3	10.9	26.5	34.8
Students with Disabilities	9.9	1.7	8.6	11.1
Economically Disadvantaged	10.9	6.9	14.0	16.6

Accountability Measures

Student Group Percentile

Student group percentiles are used to identify schools with low performing student groups. The student group percentile is calculated using the same methodology used to calculate the accountability percentile and measures a group's overall performance relative to the performance of the same student group statewide in schools in the same gradespan (e.g., comparing the low income student group in one high school to all other low income student groups in high schools statewide). Any group with a percentile of 5 or lower is identified as low performing. Student group percentiles are not calculated for districts, or for any group without sufficient achievement and growth data in English language arts (ELA) and mathematics.

Group	2023 percentile
High needs	49
Low-income	55
English learner (EL) and Former EL	-
Students with disabilities	43
American Indian or Alaskan Native	-
Asian	-
African American/Black	42
Hispanic or Latino	53
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	62

ACHIEVEMENT SCORES

Students in grades 3 through 8 and 10 take the Next Generation MCAS assessments in ELA, mathematics, and science, and achievement on these assessments is measured separately using the average composite scaled score.

English Language Arts Achievement - MCAS average composite scaled score (score range= 440-560)			
Group	2022 Achievement	2023 Achievement	N
All Students	505.6	503.8	224
High needs	496.2	492.5	118
Low income	497.7	493.4	84
EL and Former EL	-	-	
Students w/ disabilities	485.8	484.6	54

American Indian or Alaskan Native	-	-	
Asian	-	-	
African American/Black	495.3	482.0	27
Hispanic/Latino	488.1	496.6	38
Multi-race, Non-Hispanic/Latino	-		
Native Hawaiian or Pacific Islander	-		
White	510.4	509.3	137

Mathematics Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2022 Achievement	2023 Achievement	N
All Students	500.9	496.8	224
High needs	489.2	486.1	118
Low income	489.9	486.8	84
EL and Former EL	-	-	
Students w/ disabilities	482.5	480.7	54
American Indian or Alaskan Native	-	-	
Asian	-	-	
African American/Black	487.0	483.0	27
Hispanic/Latino	481.6	486.7	38
Multi-race, Non-Hispanic/Latino	-	-	
Native Hawaiian or Pacific Islander	-	-	
White	506.5	501.0	138

Science Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2022 Achievement	2023 Achievement	N
All Students	496.9	495.4	206
High needs	483.2	482.6	104
Low income	483.1	483.0	71
EL and Former EL	-	-	
Students w/ disabilities	475.3	474.9	52
American Indian or Alaskan Native	-	-	

Asian	-	-	
African American/Black	483.7	475.2	23
Hispanic/Latino	474.0	486.0	34
Multi-race, Non-Hispanic/Latino	-	-	
Native Hawaiian or Pacific Islander	-	-	
White	502.4	500.1	132

GROWTH SCORES

All groups (districts, schools, and student groups) are expected to demonstrate annual growth in student performance. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. SGPs are reported separately for ELA and mathematics at the district, school, and student group level.

English Language Arts Growth			
Group	2022 Mean SGP	2023 Mean SGP	N
All Students	52.9	50.5	191
High needs	54.9	48.4	96
Low income	57.2	50.2	69
EL and Former EL	-	-	
Students w/ disabilities	47.8	40.8	44
American Indian or Alaskan Native	-	-	
Asian	-	-	
African American/Black	51.1	31.0	24
Hispanic/Latino	44.3	53.0	29
Multi-race, Non-Hispanic/Latino	-	-	
Native Hawaiian or Pacific Islander	-	-	
White	53.9	52.1	120

Mathematics Growth			
Group	2022 Mean SGP	2023 Mean SGP	N
All Students	55.5	42.6	191
High needs	53.0	41.1	96
Low income	55.1	40.1	69
EL and Former EL	-	-	

Students w/ disabilities	49.4	39.2	45
American Indian or Alaskan Native	-	-	
Asian	-	-	
African American/Black	50.6	41.6	24
Hispanic/Latino	38.7	35.0	29
Multi-race, Non-Hispanic/Latino	-	-	
Native Hawaiian or Pacific Islander	-	-	
White	58.8	44.8	120

**NORWOOD PUBLIC SCHOOLS
NORWOOD HIGH SCHOOL
PRIORITY AREAS UPDATE FORM
SY 2024-2025**

Priority Area #1: Culturally Responsive and Trauma Informed Practices

Goal: Promote a safe, secure, and emotionally healthy learning environment for all students at NHS through a continued focus on diversity, equity, and inclusion and its overlap with trauma informed teaching practices.

This approach is grounded in the overlap between culturally responsive teaching strategies and trauma informed practices. Continue strong educational offerings for staff and students, including professional development and facilitated discussion with a focus on trauma informed practices with an equity lens. For staff, this includes an extension and natural progression of our professional development and Professional Learning Community work over the last two years (District Strategic Plan 3.7, 5.1, 5.2, 5.3)

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):

- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

Priority Area #1:

Staff have developed and shown progress towards meeting shared professional practice and student learning goals centered on culturally responsive and sustaining pedagogy. NHS staff have continued participation in professional development on culturally responsive and trauma informed pedagogy and worked collaboratively to implement these strategies. Instructional rounds have supported implementation of these strategies and have occurred quarterly this year. Additionally, upper level coursework participation rates have increased, additional staff have been trained in restorative practices. Student Engagement survey responses show steady increases in sense of belonging among NHS students across demographic groups. Next year, NHS staff will identify priority areas within cooperative learning to be able to increase classroom structures for culturally responsive teaching practices and higher order learning tasks.

Priority Area #2: Portrait of a Norwood Graduate

Goal: Improve existing grade-level benchmarks (curriculum, instruction, assessment), and develop new learning experiences, that develop and measure student success with each of the 5 Norwood Graduate characteristics/components: Collaborators, Creators, Communicators, Critical thinkers and problem solvers, and Citizens, by synthesizing the PONG with our current professional development and equity goals. (District Strategic Plan 3.1, 3.2, 3.4, 3.5, 3.6)

A Portrait of a Norwood Graduate (PONG) that is fully embedded in the curriculum gives students a clear, detailed map of how to achieve success with each of the 5 Norwood Graduate characteristics/components. These enhancements allow the PONG to be viewed with an equity lens.

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):

- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

Priority Area #2:

Staff meeting time has continued to implement PLCs to analyze data and increase student exposure to and achievement in learning tasks that require higher order thinking skills. During the 24-25 school year, one PLC group will use staff based PD time to specifically work on this problem of practice. Our instructional rounds sub-committee continues to analyze trends in this area as well. Additionally data analysis is needed to ensure that shifts in practice are meeting intended outcomes.

Priority Area #3: Career Preparation Expansion

Goal: Enhance the NHS students' academic experience through career programming that increases career counseling, offers exposure to relevant careers and interests, and encourages participation in career immersion experiences to make all NHS graduates "future ready." Continue successful progression of the Healthcare Innovation Pathway (HIP), and expand additional pathways in Business and Finance and Information from pilot phase to full implementation. (District Strategic Plan 4.1, 4.2, 4.3, 4.4, 4.5, 4.6)

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):

- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

Priority Area #3:

The Healthcare Innovation Pathway has completed its fifth year of implementation. NHS has been awarded designation by DESE for two new innovation pathways in business and finance and clean and renewable energy, both which will launch in September 2024. As the information pathway statewide has shifted its focus, NHS is moving away from a goal of achieving designation in that specific area, although all curricular opportunities will continue to be offered in this area. Enrollment in work based learning, internship, and career based classes have increased consistently.

Priority Area #4: First Year Student Supports (academic, behavioral, emotional)

Goal: Adequately identify, plan for, and support student academic, behavioral and emotional needs through increased support for first year students. These needs have increased as a result of the Covid-19 pandemic. (District Strategic Plan 3.5, 3.7, 5.1, 5.2, 5.3)

This goal aims to meet the diverse needs of ninth grade students in making a positive transition to high school. The planning targets sustained student success by increasing student engagement, improving attendance, cultivating a sense of belonging, and providing direct support in academics, behavior, and decision making. Staff will support student learning and behavior in the classroom as students learn expectations, build executive functioning skills, and learn self regulation, and self advocacy. Professional development for staff will include restorative practices and MTSS.

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):

- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

Priority Area #4:

The Grade 9 Supports Committee has identified a goal of launching a full First Year Academy at the start of the 25-26 school year. Student and staff focus groups, student and staff surveys, research, data analysis, and support from staff, the teachers association, central office administration, and the school committee have all supported this goal. The First Year Academy at NHS aims to better support the academic, behavioral, emotional, and procedural needs of all students. Additionally, the NHS schedule continues to prioritize intervention, support, and college and career readiness and will support the First Year Academy's goals. NHS will continue to train identified teachers in restorative practices during year two of the SIP to implement restorative practices at the classroom level in select areas.