

Norwood Public Schools
Norwood, Massachusetts



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 %

	2018-2019	2019-2020	2020-2021	2021-2022
First Language not English	18.4	17.5	17.7	19.0
English Language Learner	4.4	4.5	5.2	5.0
Students with Disabilities	14.3	14.4	16.4	17.4
High Needs	35.9	37.0	40.0	46.9
Low Income	22.7	25.0	26.7	37.3

Average Class Size

	2018-2019	2019-2020	2020-2021	2021-2022
All Grades	15.4	14.5	14.4	14.3

Mobility Rate

	2018-2019	2019-2020	2020-2021	2021-2022
All Grades (Aggregate)	7.2	7.2	6.0	3.3
Limited English Proficient	36.4	28.9	10.9	26.5
Students with Disabilities	11.0	9.9	1.7	8.6
Economically Disadvantaged	13.6	10.9	6.9	14.0

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	2022 percentile
High needs	61
Low-income	57
English learner (EL) and Former EL	-
Students with disabilities	52
American Indian or Alaskan Native	-
Asian	-
African American/Black	78
Hispanic or Latino	33
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	71

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.

Mathematics Achievement - MCAS average composite scaled score (score range= 440-560)			
Group	2019 Achievement	2022 Achievement	N
All Students	507.7	500.9	215
High needs	493.4	489.2	95
Low income	495.8	489.9	72
EL and Former EL	-	-	15
Students w/ disabilities	482.3	482.5	37

American Indian or Alaskan Native	-	-	-
Asian	-	-	14
African American/Black	496.4	487.0	31
Hispanic/Latino	491.8	481.6	29
Multi-race, Non-Hispanic/Latino	-	-	4
Native Hawaiian or Pacific Islander	-	-	1
White	510.0	506.5	136

English Language Arts - MCAS average composite scaled score (score range= 440-560)			
Group	2019 Achievement	2022 Achievement	N
All Students	511.1	505.6	217
High needs	498.6	496.2	96
Low income	499.0	497.7	73
EL and Former EL	-	-	15
Students w/ disabilities	492.1	485.8	37
American Indian or Alaskan Native	-	-	-
Asian	-	-	14
African American/Black	498.8	495.3	31
Hispanic/Latino	489.1	488.1	30
Multi-race, Non-Hispanic/Latino	-	-	4
Native Hawaiian or Pacific Islander	-	-	1
White	514.8	510.4	137

Science Achievement - MCAS average composite scaled score (score range= 440-560)			
Group	2019 Achievement (CPI)	2022 Achievement	N
All Students	91.6	496.9	203
High needs	84.0	483.2	85
Low income	85.1	483.1	62
EL and Former EL	-	-	13
Students w/ disabilities	75.9	475.3	36
American Indian or Alaskan Native	-	-	-

Asian	-	-	14
African American/Black	81.3	483.7	25
Hispanic/Latino	-	474.0	28
Multi-race, Non-Hispanic/Latino	-	-	4
Native Hawaiian or Pacific Islander	-	-	1
White	93.4	502.4	131

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	2019 Mean SGP	2022 Mean SGP	N
All Students	59.9	52.9	181
High needs	55.4	54.9	77
Low income	53.0	57.2	58
EL and Former EL	-	-	6
Students w/ disabilities	55.4	47.8	34
American Indian or Alaskan Native	-	-	-
Asian	-	-	13
African American/Black	57.3	51.1	22
Hispanic/Latino	-	44.3	23
Multi-race, Non-Hispanic/Latino	-	-	4
Native Hawaiian or Pacific Islander	-	-	1
White	61.5	53.9	118

Mathematics Growth			
Group	2019 Mean SGP	2022 Mean SGP	N
All Students	59.7	55.5	182
High needs	52.2	53.0	77
Low income	55.3	55.1	58
EL and Former EL	-	-	7

Students w/ disabilities	44.1	49.4	34
American Indian or Alaskan Native	-	-	-
Asian	-	-	13
African American/Black	63.1	50.6	23
Hispanic/Latino	-	38.7	23
Multi-race, Non-Hispanic/Latino	-	-	4
Native Hawaiian or Pacific Islander	-	-	1
White	58.6	58.8	118

Please share highlights of your school’s progress in FY’ 2022-2023 (200 words max):

Norwood High School continues to advance its accountability rating moving from the 30th percentile in 2018 to the 47th percentile in 2019 and the 56th percentile in the most recent 2022 accountability ratings. This rating compares Norwood High School to all 9-12 schools in Massachusetts. While there are achievement declines from 2019 to 2022 related to MCAS scores, these drops are not as sharp as what many other similar schools have experienced. Additionally, specific groups of students showed increased growth scores (Low Income students in ELA, High needs and special education students in Math).

Outside of the above achievement data but related to the school’s accountability scores (and specific to high schools), Norwood High School celebrates a four year graduation rate of 96.3%, an extended engagement rate of 97.2%, and a dropout rate of 0.0%, all representing improvements since 2019.

**NORWOOD PUBLIC SCHOOLS
NORWOOD HIGH SCHOOL
PRIORITY AREAS SUMMARY
2023-2025 SCHOOL IMPROVEMENT PLAN**

PRIORITY AREAS

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)

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.

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)

Connecting students to career programming and planning immersive experiences to become “future ready” provides our students with opportunity and agency, and will increase engagement and sense of purpose allowing them to take ownership of their individual learning process. There is a natural connection to have students grow their skills as outlined in the Norwood Portrait of the Graduate by increasing real world connections.

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.

How will these priorities support the NPS Strategic Plan? (200 words max)

Each of the Norwood High School improvement plan priority areas are closely aligned with the Norwood Public Schools Strategic Plan.

Priority Area #1 aligns closely with district strategic objective #5 (safe and supportive school); Priority area #2 is most closely aligned with strategic objective #3 (innovative instruction and personalized learning); Priority area #3 aligns closely with strategic objective #4 (programs and pathways); and, priority area #4 aligns closely with strategic objective #3 (innovative instruction and personalized learning) and strategic objective #5 (safe and supportive schools).

The above school improvement plan provides citations to district strategic objectives to clearly articulate this alignment. Clear communication around this alignment ensures coherence for the school community about how to synthesize improvement efforts and organize our work.

What professional development will be offered to support these priorities? Give a brief description and link to a more detailed plan.

Each of the professional development strands that will be offered have themes and topics that can be interwoven and all staff will gain transferable skills throughout the strands. Each of these supports social emotional development and growth with an equity lens.

Trauma informed sessions as a whole school: Three whole group sessions followed by content area breakouts. Provider to be determined by the District Wide Professional Development Committee.

Mental Health First Aid: This is a district wide training that will train 100 teachers across 9 schools over the course of 4 separate days.

AP Institutes: We are partnering with Mass Insight to provide training for teachers for AP courses, particularly in STEM, ELA and AP Capstone. Through this partnership Mass Insight will help to diversify our enrollment in our AP courses.

Culturally Responsive Practices: The Highlander Institute and Suffolk University will provide training to continue to support staff in implementing culturally responsive strategies as well as restorative practices. The trauma informed professional development and our work with Mass Insight also connects to this strand.

PLC work: As a school we will continue to re-imagine meeting time using protocols to facilitate our PLC work so that staff can collaborate to take collective responsibility for the intellectual, physical, social, and emotional well-being of every student, and can demonstrate how each student is known, valued, and connected to the school community.

Content Based PD aligned with school and district goals: These can be found in the district PD Plan and focus on professional collaboration within each department to drive improvement in student achievement and engagement.

**NORWOOD PUBLIC SCHOOLS
NORWOOD HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN: PRIORITY AREAS AND ACTION STEPS**

Priority Area #1: Culturally Responsive and Trauma Informed Practices			
<i>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.</i>			
Action Item	People Responsible	Timeline	Evidence of Success
Develop shared professional practice and student learning goals focused on implementing learned strategies in the classroom.	Administration, department chairs, teachers	Annually as part of teacher evaluation cycle	Teacher, administrator, and counselor evaluation goals and evidence.
Participate in ongoing professional development focused on culturally responsive and trauma informed practices, with a focus on collaboration to implement learned practices in the classroom.	Administration, teachers, department chairs, professional	3-4 times per year as part of professional development programming;	Documented shifts in practice in lesson and unit plans, SES data.

	development partners.	5 times per year as part of PLC work.	
Implement instructional rounds quarterly with a Problem of Practice aligned with professional development and school and district goals.	Instructional Rounds Subcommittee, Rounds Visiting Team	Quarterly	Agendas, data based statements, questions and considerations.
Through data analysis, recruitment, targeted professional development, and changes in practice, increase diversity and student representation in upper level coursework.	Administration, department chairs, teachers, professional development partners.	2023-2025	Course enrollment demographic statistics.
Continue implementation of restorative practices as an alternative to traditional discipline in the RISE and RESET programs, and begin implementation of restorative practices at the classroom level in select areas.	Administration, selected teachers, professional development partners.	2023-2025	Improvement in discipline statistics,
Analyze student data on sense of belonging in the classroom and school community, as aligned with the principles of culturally responsive and sustaining pedagogy.	All staff.	2023-2025	Improvement in Student experience survey markers.
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Personnel costs with expansion of RESET programming. Professional development costs outlined in the school and/or district budget.		

Priority Area #2: Portrait of a Norwood Graduate

Goal: 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 from pilot phase to full implementation.

Action Item	People Responsible	Timeline	Evidence of Success
Implement instructional rounds quarterly with a Problem of Practice connected to higher order thinking and aligned with professional development and school and district goals.	Instructional Rounds Subcommittee, Rounds Visiting Team	Quarterly	Agendas, data based statements, questions and considerations.
Continue providing opportunities for common planning time through the reimagination of meeting time, and a shift towards Professional Learning Communities during staff and department meetings.	All Staff	2023-2025	Documented within department curriculum maps
Participate in professional development focused on higher order thinking and Depth of Knowledge.	Administration, department chairs, teachers, professional	2023-2025	Agendas, data from instructional rounds, evidence from teacher

	development partners.		goals and evaluations
Fortify adherence to the 4As and 5Cs through: continued focus on, and documentation of, skill development in the curriculum; commitment to the “citizenship” rubric as part of student development; expanded branding of the 4 As, 5Cs, 1 Team motto.	All Staff	2023-2025	Revised curriculum documentation of the 5Cs; expanded branding and marketing of the 4As5Cs1Team; Masscore completion rate.
Enrich professional development to support the Portrait of a Norwood Graduate (PONG) through the following: continued PD on culturally responsive and sustaining pedagogy with a shift to classroom practices and content specific strategies; continued integration and periodic PD on project based learning through the principles of Universal Design for Learning.	Central office administration; school administration; department chairs	2023-2025	Observable culturally responsive practices occurring in the classroom; shared practices within and across content areas
Analyze data to ensure that shifts in practice are meeting intended outcomes and are aligned with student growth and achievement.	Administration, department chairs, staff.	2023-25	Graduation rate, MCAS achievement and growth scores, dropout rate, other academic data (PSAT, AP, common assessments).
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Professional Development costs outlined in the District . Marketing materials to promote the Norwood Portrait of a Graduate.		

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.

Action Item	People Responsible	Timeline	Evidence of Success
Continue implementation of the Healthcare Innovation Pathway in alignment with DESE requirements.	Administration, program teachers, career counselor.	2023-2025	Continued recognition by DESE; retention rates; college and career placement.

Continue development of business and finance and information pathways and move from pilot phase to full implementation.	Administration, program teachers, career counselor.	2023-2025	Increased enrollment; potential designation as Innovation Pathway(s).
Broaden Internship and Work Based Learning programs so that students enrolled in career pathways, and students not enrolled in a pathway with interest, can capitalize on for credit career programming during and outside of the school day.	Administration, program teachers, school counselors.	2023-2025	Enrollment numbers in career preparation programs and courses.
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	District/school will need to absorb full costs of career pathway programming once grant money expires. Additional Business and Science Teachers needed to meet course requests in Business and Computer Science, as requested in FY23 and FY24.		

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.

Action Item	People Responsible	Timeline	Evidence of Success
Maximize the current schedule that continues to use WIN, our intervention courses, special education services as well as potential programming recommended by the Grade 9 Supports Committee.	Grade 9 Supports Committee	2023-2025	Course enrollment numbers; growth scores.
Organize and implement a Grade 9 Supports Committee that will conduct a needs assessment of the academic, emotional, and behavioral supports needed for a successful transition from middle school to high school, and propose enhanced first year supports for students.	Administration, teacher and staff committee	2023-2025	Committee reports, presentations, agendas.
Continue implementation of restorative practices as an alternative to traditional discipline in the RISE and RESET programs, and begin implementation of restorative practices at the classroom level in select areas.	Administration, selected teachers, professional development partners.	2023-2025	Improvement in discipline statistics, improvement in SES data and Vocal Climate Survey around engagement and belonging.
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Budget implications, if any, will be identified as part of the FY25 process.		