



NEEDHAM HIGH SCHOOL

TO THINK – TO RESPECT – TO COMMUNICATE

Jonathan D. Pizzi, Ph.D.
Principal

TO: Daniel Gutekanst, Superintendent
FROM: Jonathan D. Pizzi, Principal
RE: NHS School Improvement Plan 2013-2016
DATE: February 29, 2012

I am pleased to present to you the Needham High School Improvement Plan for 2013-2016. This plan represents the collaboration and hard work of many constituencies within the NHS community. These include the professional staff and administration; the School Council; the SEL Committee; the Principal's Cabinet; and the Student Council.

The Needham High School community believes that this values-driven document will serve as the overarching roadmap in the school's quest to ensure that all students achieve at high academic levels in our racially, ethnically, and socially diverse school setting.

Representatives from the professional staff and I look forward to presenting our work to the School Committee on March 7. Thank you in advance for your review of this plan and please contact me at your earliest convenience should you have any questions or concerns.

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School Improvement Plan SY 2013-2016

*Needham High School
609 Webster Street
Needham, MA 02494*

Introduction

Development of the Needham High School Improvement Plan (SIP) for 2013-2016 has been a collaborative effort among all school constituencies, including the School Council; the Social Emotional Learning Committee; the Principal's Cabinet; the Faculty Council; and the representatives of the instructional staff. Several data points were utilized in selecting each goal and section within the SIP. Sources include the NPS 2011 Futures Special Education Program Review; the 2010 NEASC Decennial Evaluation Visit; the NPS District Goals; the NHS 2010-2012 SIP; the 2010 Metro West Adolescent Health Survey Results & Highlights Report; the NPS 2010-2011 Performance Report; and the bodies of professional research surrounding adolescent resiliency, cultural proficiency, professional learning communities, and standards-based educational practices. The professional staff at Needham High strongly believes that this plan readily reflects and supports the school's three core values, To Think – To Respect – To Communicate, and that the work outlined herein will aid the entire school community in realizing its stated mission.

The purpose of the plan is to set the instructional and organizational agendas for school improvement over the next three academic/fiscal years. This plan is closely aligned with the 2010-2012 SIP, and represents the next steps in the evolution of Needham High School. Consequently, the overarching objectives of this plan remain the same as the previous plan, while the action items represent new areas for student and institutional growth and learning. The overarching aim of this plan is to foster and support the academic achievement and social-emotional growth of Needham High's racially, ethnically, and socially diverse student community. It is with these objectives in mind that the NHS professional community will review this plan in its entirety in the spring of 2013 to assess the school's performance in each area for improvement and to modify the plan for SY 2014, 2015, and 2016 as necessary. This SIP is comprised of three "Goals" that are directly linked to the NPS District Goals. For example, Goal 1 – Ensuring the High Academic Achievement of *All* Students, and its associated action items, is closely aligned with the first district goal, "Advancing Standards-Based Learning". Likewise, Goal 2 – Developing the Social and Emotional Resiliency of the School Community, reflects NPS Goal #2 – Developing the Social and Emotional Skills of All Students. Finally, NHS Improvement Area 3 – Practicing Operational Excellence in Support of High Quality Instruction, and its associated goals coincides with district Goal #4 – Ensure infrastructure supports district values and learning goals.

To be sure, the NHS improvement goals outlined herein are broad in nature. However, the action items under each area represent specific bodies of work toward which the entire school community is committed to working.



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Mission Statement

NEEDHAM HIGH SCHOOL DRAWS FROM THE STRENGTHS OF THE COMMUNITY TO CREATE TEACHING AND LEARNING PARTNERSHIPS BETWEEN FACULTY, PARENTS, AND STUDENTS, BOTH ON AN INDIVIDUAL LEVEL AND IN GROUPS, IN ORDER TO PROVIDE A HIGH QUALITY EDUCATION.

THE SCHOOL OFFERS STUDENTS A VARIETY OF OPPORTUNITIES TO EXCEL AND A DIVERSITY OF PERSPECTIVES FROM WHICH TO LEARN IN AN ENVIRONMENT THAT IS BOTH NURTURING AND CHALLENGING.

THE BALANCED STUDENT IS ABLE TO PARTICIPATE ACTIVELY IN SCHOOL AND SOCIETY, BE CREATIVE, AND SELF-ADVOCATE WHILE DETERMINING HIS OR HER UNIQUE PATH TO FULFILLMENT.

Goal 1 – Ensuring the High Academic Achievement of All Students

ACTION ITEMS	DESCRIPTION	PROFESSIONAL ACTIVITIES	PERSON(S) RESPONSIBLE	IMPLEMENTATION TIMELINE	TARGET
1.1 Curricular Alignment	Learning goals and master curriculum maps aligned with the Massachusetts state frameworks will be developed for all courses and entered into the ATLAS curriculum database for ongoing use and revision.	Ongoing curriculum review and alignment across course sections in grade-level, intradepartmental teams during early release time, professional development meetings, and summer curriculum workshops.	Teachers, Program Directors, and Department Chairs	Fall 2012 – Spring 2016	By spring 2016, 100% of all courses with multiple sections in each department will have developed and mapped well defined and clearly articulated common curricula that are mapped to the Massachusetts Common Core Content and Literacy Standards.
		Ongoing curriculum alignment to the Massachusetts Common Core Content and Literacy Standards.	Teachers, Program Directors, and Department Chairs		
1.2 Expanding Options for Differentiated Instruction	NHS will offer differentiated instructional strategies and supports to ensure that <u>all</u> students are able to access the general curriculum and achieve at high levels.	Special Education A joint committee of NHS professionals will explore and develop options for adequate, high quality, and efficient service delivery models and overarching structure for special education services. Options include co-teaching, collaborative consultation, and other integrated instructional services.	Joint committee of special education professionals, general education professionals, and administrators.	Spring 2012 – Fall 2013	By the fall of 2013, NHS professionals will implement a co-teaching special education service delivery model in at least two content areas in the ninth grade.
		Online Learning A joint committee will investigate and recommend online learning options for NHS students as a means of mastering 21 st century skills, and as a means of ameliorating interrupted instruction.	Joint committee of Teachers, Administrators, and Technology Staff.	Spring 2012 - Fall 2014	By the fall of 2014, NHS will have developed and begun to implement an online learning curriculum for Transitions students.
		Interdisciplinary Learning With financial and professional support from the Needham Education Foundation, a team of NHS teachers will propose, research, develop, and ready an interdisciplinary course for implementation and inclusion in the <i>NHS Program of Studies</i> .	NEF Grant Subcommittee, NHS Selection Committee, NHS Interdisciplinary Development Team	Spring 2012 – Fall 2014	By the fall of 2014, NHS will have developed for inclusion in the <i>2014 Program of Studies</i> at least one interdisciplinary course.
1.3 Student Assessment	It is the goal of the Needham High School Professional Community to administer one common formative assessment per course per term.	Incorporation of school-wide rubrics into ATLAS master curriculum maps as a means of assessing student performance on key projects and assignments.	Teachers, Program Directors, and Department Chairs	Summer 2012 – Spring 2015	By spring 2015, 100% of school-wide rubrics will have been incorporated into NHS master curriculum maps, and will be utilized with fidelity across course sections and levels
		Inclusion of quarterly Common Formative Assessments in Curriculum Maps.	Teachers, Program Directors, and Department Chairs	Summer 2012 – Spring 2015	By spring 2015, 100% of common formative assessments for courses with multiple sections will be uploaded to the ATLAS curriculum database and implemented with fidelity on a quarterly basis.
		Use of Common Formative Assessment Data as a means of improving instructional practice and student learning.	Teachers, Program Directors, and Department Chairs	Summer 2012 – Spring 2016	By spring 2016, departments will have developed and implemented means of readily collecting, organizing, analyzing, and sharing assessment data derived from common formative assessments.
1.4 Building Capacity for Instructional Leadership	Having implemented and streamlined the process for non-evaluative classroom walkthroughs, the Principal's Cabinet will work to support and encourage voluntary teacher participation in interdepartmental instructional rounds.	Classroom teachers will be invited to take part in non-evaluative, interdepartmental instructional rounds and walkthroughs on a regular, voluntary basis. Requisite training will be provided.	Principal's Cabinet & Interdepartmental Groups of Classroom Teachers	Fall 2012 – Spring 2013	By the spring of 2013, classroom teachers will have been invited to take part in at least one session of instructional rounds. Requisite training will be provided.

Goal 2 – Developing the Social & Emotional Resilience of All Students

ACTION ITEM	DESCRIPTION	PROFESSIONAL ACTIVITIES	PERSON(S) RESPONSIBLE	IMPLEMENTATION TIMELINE	TARGET
2.1 Developing Student Resilience	The NHS Social Emotional Learning Committee, in conjunction with the Cabinet and Faculty Council will continue to refine and develop a resiliency-based curriculum. Teacher training will be accomplished through interdepartmental staff professional development	SEL Retreat, May 2012 & Summer 2012 & 2013 Curriculum Work	SEL Committee, Cabinet, & Faculty Council	Spring 2012 – Spring 2014	By the spring of 2014, NHS will have developed rubrics, indicators, and assessments for measuring the development of student resilience.
		Interdepartmental Faculty Meetings, School Council, & Cabinet Meetings.	Cabinet, Instructional Staff, and School Council		By the spring of 2014, the NHS instructional staff will implement the resilience curriculum and use rubrics and indicators to have students self-assess development of their own resilience.
2.2 Understanding and Applying the Tenets of Cultural Proficiency	As a follow up to District Leadership Team work during the 2011 – 2School Year, over the next three years, the NHS community will work to understand the tenets of Cultural Proficiency, and will apply these principles to all aspects of professional and student life at Needham High, including student resiliency development, classroom instruction, curriculum, and policy development.	During its 2012 Summer Retreat, the Principal's Cabinet will work with outside consultants to chart an action plan for understanding and developing the Cultural Proficiency of the Needham High School community.	Principal, Department Chairs, Directors, and outside consultants.	Spring 2012 – Fall 2012	By the fall of 2012, the Cabinet will have developed a Cultural Proficiency professional development action plan and begun to implement the plan in partnership with the SEL Committee and selected consultants.
		During SY 2012 – 2013, the NHS faculty as a whole and in interdepartmental teams of teachers will engage in facilitated meetings to share professional readings and to dialogue in support of Cultural Proficiency.	Principal's Cabinet & Instructional Staff	Fall 2013 – Spring 2014	By the spring of 2014, the instructional staff and administration will understand the tenets of Cultural Proficiency and will prepare to apply these concepts to all manner of school activities for SY 2012-2014.

Goal 3 – Practicing Operational Excellence in Support of High Quality Instruction

ACTION ITEM	DESCRIPTION	PROFESSIONAL ACTIVITIES	PERSON(S) RESPONSIBLE	IMPLEMENTATION TIMELINE	TARGET
3.1 Utilize Technology to Promote Instructional & Managerial Efficiency	School and district instructional technology staff will work to facilitate ongoing professional development in line with the NHS capital technology replacement cycle, the NPS one-to-one iPad initiative, and online learning opportunities in order to maximize student learning, instructional space, and operational efficiency.	A Technology Committee of teachers, technology and administrative support staff, and administrators, will work with the NPS Director of Technology and Innovation to plan training for and surface issues resulting from the NHS Technology Replacement Cycle and other technological initiatives.	Principal, Director of Technology and Innovation, Technology Committee	Spring 2013 – Spring 2017	By the end of the 2017 academic year, staff will have been trained in new technologies and resulting from the NHS Technology Replacement Cycle and other technology initiatives.
3.2 Ensure a Sustainable and Effective Administrative Support Model	Review the impact of reductions of administrative support staff during the 2009-2012 academic years in a climate of increasing student enrollment. Reorganize and implement model to maximize the skills and talents of the support staff while requesting increases in instructional staff as necessary.	Data collection and analysis to support budget and personnel requests during the FY 2014, 2015, and 2016 budget cycles. Ongoing professional development and training for new and veteran support staff.	Principal, Cabinet, Support Staff, Central Office Team	Ongoing through June 2016	By the spring of 2016, all academic and support departments will have adequate book keeping and clerical support.
3.3 Identify and Maximize Instructional Space	The NHS Administrative staff will work in conjunction with the Public Facilities Department and the instructional staff to identify, assess, and remodel/reconfigure spaces for instructional use given increased student enrollment projections.	N/A	Principal, Cabinet, Director of Needham Public Facilities	Ongoing through June 2016	By the spring of 2016, the administration of NHS will have identified and reconfigured all possible and appropriate spaces for instructional use.

Group Membership

School Council SY 2011 - 2012

Scott Butchart, Parent 2014

Hans Batra, Math Department Faculty

Emma Castiglia, Class of 2012

Maureen Chamoun, Parent 2013

Mike Hirsh, Science Department Faculty

Kelly Luce, Parent 2013

Karen Mullen, Parent 2014

Danielle Penny, Class of 2012, Co-Chair

Jonathan Pizzi, Principal, Co-Chair

Ashwin Skelly, Class of 2013

Doug Stanczak, History Department Faculty

Dianne Yearwood, Guidance and Clinical Faculty

Principal's Cabinet

Joanne Allen Willoughby, Ph.D.
K-12 Director, METCO

Christopher Ashley
Administrative Intern

Jonathan Bourn
Assistant Principal

Alison Coubrough Argentieri
Assistant Principal

Tom Denton
K-12 Director, Guidance

Patrick Gallagher
English Department Chair

Deb Gammernan
K-12 Director, Technology & Innovation

Micah Hauben
6-12 Director, Athletics

Cathy Heller
9-12 Director, Student Support Services

Bob Lockhart
Chair, Science Department

David Neves, Ed.D.
K-12 Director, Fine & Performing Arts

Kathy Pinkham, Ed.D.
K-12 Director, Wellness & P.E.

Jonathan D. Pizzi, Ph.D.
Principal

Stephen Plasko
Social Studies Department Chair

Libby Sands
Administrative Intern

John Shea
Chair, Mathematics Department

Mimi Stamer
K-12 Director, Student Health Director

Debbie Watters
K-12 Director, World Languages