

Needham High School

School Improvement Plan

September 2019- June 2024

Presented to the Needham School Committee on February 28, 2020; Updated February 1, 2023

NHS SCHOOL COUNCIL 2022-2023	NHS LEADERSHIP TEAM 2022-2023
Mary Bashir, NHS Faculty	Mary Kay Alessi, NHS Assistant Principal
Elizabeth Bloom, Community Member	Joanne Allen-Willoughby, Ph.D., K-12 Director, Metco
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Daniel Glaser, Class of 2023	Patrick Gallagher, Chair, NHS English Department
Sofiya E Goncharova, Class of 2025	Susannah Hann, K-12 Director, Student Health
Abigail Hays, Parent	Pierre Jean, NHS Assistant Principal
Michael Hirsh, NHS Faculty	Daniel Lee, 6-12 Director, Athletics
Jennifer Hopkin, NHS Faculty	Patricia Mullen, Director, Special Education at NHS
Nirmal Keshava, Parent	Stephen Plasko, Chair, NHS Social Studies Department
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Natalia Ly, Class of 2025	John Shea, Chair, NHS Math Department
Anaya H Mulay, Class of 2026	Aaron Sicotte, NHS Principal
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Aaron Sicotte, NHS Principal	LeeAnn Sutton, K-12 Director, Fine & Performing Arts
Doug Stanczak, NHS Faculty	Jean Tower, K-12 Director, Media and Digital Learning
Sally Theran, Parent	Dr. Elizabeth Zajac, K-12 Director, World Languages

Needham Public Schools



MISSION:

A school and community partnership that creates excited learners, inspires excellence, & fosters integrity. _

VISION:

Preparing ALL Needham Public Schools students to be:

- Creative Thinkers and Problem Solvers (CT & PS);
- Communicators and Collaborators (CC);
- Socially and Culturally Responsive Contributors (SCRC);
- Responsible and Resilient Individuals (RRI);
- Empowered Learners (EL)

CORE VALUES:

- Scholarship
- Community
- Citizenship
- Personal Growth

NEEDHAM STRATEGIC PRIORITIES:

1. All Students Are Drivers of Their Own Learning

- 1A) Incorporate opportunities for student choice, independent learning, & personalized pathways*
- 1B) Provide structures & experiences that enable student efficacy, leadership, and voice*
- 1C) Teach students the content & skills necessary for them to grow personally and academically.*

2. All Students Experience Integrative Teaching & Learning

- 2A) Extend interdisciplinary teaching and learning practices Pre-K to 12*
- 2B) Embed Portrait Competencies, Technology, Inclusive Practices, SEL, and Equity into all curricula and instructional practices*
- 2C) Provide opportunities for students to demonstrate knowledge and skills through multiple means of expression.*

3. All Students Learn & Grow Within Adaptable Environments

- 3A) Support and design classroom models and environments that foster collaboration & innovation*
- 3B) Provide time, schedules, and spaces that promote learning objectives*
- 3C) Complement instruction with accessible learning beyond the classroom, within the community, and in partnership with families.*

4. Infrastructure Supports Needs of All Students

- 4A) Provide staffing, facilities, and budget resources aligned to district priorities*
- 4B) Implement a recruitment, retention, and development process for staff growth and diversity*
- 4C) Establish a professional learning structure supporting equity and the Portrait vision.*

Needham High School

Core Value Statement

A Caring Community Striving for Personal Growth and Academic Excellence

Words and phrases that are underlined are explained in the Glossary below.

School Goal	Strategic Priority	Action Steps	Timeline for Action Steps	STATUS	Person(s) Responsible	Impact on Students/ Measures of Success
1. Provide students and staff the <u>social-emotional learning</u> (SEL) skills needed to be emotionally healthy and successful	1B, 1C 2B, 2C 3A, 3C 4C	Create an SEL mindset checklist to use in school-wide activities	1. 2023-2024	ON TRACK	<u>Social-Emotional Learning Com.</u> <u>High School Leadership Team (HSLT)</u> Guidance Dept. Health Services Wellness Dept.	A. A defined skill for each department. B. Each discipline will have the identified skill(s) embedded within the instruction. C. Students will demonstrate measurable growth on SEL skills.
		Have each discipline focus on one Identified SEL skill from the <u>CASEL frameworks</u> .	2023-2024	NOT STARTED		
2. Embed <u>culturally responsive teaching (CRT)</u> practices into all classes and offices	1A, 1B, 1C 2B, 2C 3A, 3B, 3C 4B, 4C	Ensure there is a consistent understanding of culturally responsive teaching practices in all settings.	2021-2023	ON TRACK	HSLT <u>Culture and Climate Com. (CCC)</u>	A. Culturally responsive practices are understood and used in each class and office. B. Students report increased engagement and learning. C. Demographic representation of all class levels are consistent with the school demographics.
		Provide models of how to become a culturally responsive educator.	2023-2024	ON TRACK		
		Provide time to learn and apply culturally responsive practices.	2023-2024	ON TRACK		
3. Incorporate <u>universal design for learning (UDL)</u> into all classes	1A, 1B, 1C 2B, 2C 3A, 3B, 3C 4C	Provide models of universal design for learning practices.	2022-2024	ON TRACK	HSLT Special Ed. Dept. ELL Dept.	A. The concepts of universal design for learning are understood and used in each class. B. Students report increased engagement and learning.
		Provide time to learn and apply strategies.	2022-2024	ON TRACK		

4. Embed an explicit teaching of <u>interdisciplinary learning skills</u> in all classes through NHS	1A, 1B, 1C 2A, 2B, 2C 3A, 3B 4C	Identify the specific skills that are important across disciplines.	2023-2024	ON TRACK	Interdisciplinary Learning Team (ILT) HSLT	A. Defined list of skills that is known by all. B. Dedicated time during professional development to IL skills and understanding the rubrics.
		Provide time and resources to teachers to learn and to incorporate skills into their classes.	2023-2024	NOT STARTED	Technology and Innovation Com.	
5. Consistently integrate subject matter across disciplines and classes to deepen students' learning.	1A, 1C 2A, 2B, 2C 3A, 3B, 3C 4C	Highlight the integrated teaching and learning models already at NHS	2019-2020	FINISHED	ILT HSLT	A. NHS has a guide to show where content areas connect and overlap to assist teachers in their planning. B. Dedicated time during professional development to develop connections with other content areas.
		Identify areas where subjects align and cross throughout the four grades.	2023-2024	NOT STARTED		
		Provide time and structures for teachers to collaborate on projects, units, and classes.	2023-2024	NOT STARTED		
6. Increase the opportunities students have to display their learning through <u>project-based assessments</u> and <u>authentic assessments</u>	1A, 1B, 1C 2A, 2B, 2C 3A, 3C 4A, 4C	Provide teachers examples of project-based and authentic assessments.	2023-2024	NOT STARTED	ILT HSLT	A. All NHS teachers can identify and define project-based and authentic assessments. B. All NHS teachers have project-based and/or authentic assessments built into their curriculum. C. All students are assessed with project-based and authentic assignments at multiple points each quarter.
		Provide time for teachers to incorporate alternative assessment models into their curriculum.	2023-2024	NOT STARTED		
7. Update our grade reporting processes to allow for communication about students' progress on SEL and	1A, 1B, 1C 2A, 2B, 2C 3A, 3B, 3C 4A, 4C	Create and incorporate rubrics to assist in assessing and communicating students' progress on identified skills.	2023-2024	NOT STARTED	HSLT NEASC Com. Faculty Council Student Council	A. Rubrics incorporated into all classes to assist with communicating student progress on identified skills. B. Updated reporting mechanisms to communicate
		Update grade reporting processes to better	2023-2024	NOT STARTED	ILT	

interdisciplinary skills		communicate all skills.			SEL	students' performance in not only traditional grade-based forms, but also on a broader set of skills. .
8. Use the <u>SAMR model</u> (Substitution, Augmentation, Modification, Redefinition) model to guide technology use within all classes	1A, 1B, 1C 2A, 2B, 2C 3A, 3B 4A, 4C	Provide models of technology use.	2020-2022	FINISHED	Technology and Innovation Com. HSLT Technology Dept.	A. All teachers understand the SAMR model. D. Teachers use a range of technology for varied instructional purposes. C. Students use technology in multiple ways to help their learning and to demonstrate it.
		Provide time to explore and experiment with technology use.	2020-2022	FINISHED		
9. Create a schedule that optimizes learning opportunities for all students	1A, 1B 2A, 2B 3A, 3B, 3C 4A, 4C	Assess the impact of <u>X-block</u> .	2020-2023	ON TRACK	HSLT Scheduling Exploration Com. X-block Com. Faculty Council Student Council NEASC Com.	A. Gather clear data on the impact of X-block and assess the impact. B. Determine the best schedule. C. Drawbacks of the chosen schedule are clearly identified with ways to mitigate the impact on students' experiences.
		Identify potential schedules that may maximize our students' experiences and opportunities.	2021-2024	ON TRACK		
		Identify work-arounds within our schedule to address the opportunities that are not possible now.	2021-2024	ON TRACK		

ADJUSTED TIMELINE for ACTION STEPS:

Color Key:

Accomplished

Moved Later Than Planned

Will Not be Accomplished This SIP

2019-2020

2020-2021

2021-2022

2022-2023

2023-2024

5. IL examples at NHS

8. Tech models ----->

8. Tech time ----->

9. Assess X-block ----->

9. Assess schedules ----->

9. Identify work-arounds ----->

1. SEL checklist

1. SEL skill for each dept.

2. CRT models

2. CRT time

3. UDL models ----->

3. UDL time ----->

4. IL skills identified

4. IL time

5. Integrative alignment

5. Integrative time

6. PBA/AA models

6. PBA/AA time

7. Skill Rubrics

7. Grade Reporting

GLOSSARY:

Authentic Assessments - Assessments that replicate real-world scenarios to provide relevant opportunities to demonstrate and apply learning in meaningful ways.

CASEL Frameworks - A DESE-endorsed program that focuses on five core SEL competencies; they are: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Culture and Climate Committee (CCC) - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on the social and academic environment of the building, with a particular emphasis on issues of equity.

Culturally Responsive Teaching (CRT) - Gary R. Howard's definition of culturally responsive teaching is, "*our capacity as teachers to know and connect with the actual lived experience, personhood, and learning modalities of the students who are in our classroom*" (We Can't Teach What We Don't Know, 131). His three-parts center on Know Yourself, Know Your Students, and Know Your Practice, and we draw heavily on his writing to drive our work within classrooms and offices.

High School Leadership Team (HSLT) - The NHS leadership group consisting of all NPS administrators with responsibilities within NHS, including the principal and assistant principals, building-based department chairs, and district-wide department directors, focused on establishing the vision and direction for NHS, as well as, the finer policies and practices that help it run efficiently and effectively.

Interdisciplinary Learning Skills - The set of skills that are important in all discipline areas (such as collaboration, problem solving, resiliency, creativity, etc.)

Interdisciplinary Learning Team (ILT) - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on interdisciplinary skills and learning at NHS, as well as, integrative learning opportunities that cross and connect departments.

NEASC Committee - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on our ongoing accreditation with the New England Association of Schools and Colleges (NEASC) and the planning and communication required to maintain it.

Project-Based Assessments - Assessments that are cumulative projects that allow students to demonstrate and apply a broad set of skills and knowledge in meaningful ways that are collaborative and based on real-world scenarios.

SAMR Model - A framework created by Dr. Ruben Puentedura that categorizes different degrees of classroom technology integration; the categories are: Substitution, Augmentation, Modification, and Redefinition.

Social-Emotional Learning (SEL) - Understanding and managing our emotions and responsible decision-making, as well as, how we interact and interrelate with those around us.

Social-Emotional Learning Committee - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on both the understanding of SEL skills and their incorporation into all social and academic aspects of NHS.

Technology and Innovation Committee - An NHS committee with representatives from all departments, co-chaired by a teacher and an administrator, focused on the effective incorporation of technology into instruction and advising on our use of and deployment of technology throughout the building.

Universal Design for Learning (UDL) - is a way of approaching instruction that is research-based and focuses on flexible learning environments and learning spaces that provide accommodations for all individual learning differences and needs.

X-block - Time within the NHS schedule for students - particularly struggling students - to get academic or social-emotional help from their teachers, counselors, or administrators.