



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Lisa Houlihan

Delivering on High Expectations and Outstanding Results for All Students

North High School Plan to Improve Student Outcomes

This Plan to Improve Student Outcomes defines the school's mission, vision, and key strategies for the school year. This plan is aligned to the Worcester Public School Coherence Framework and is organized around the four core practices of Leadership Practices, Positive Climate and Culture, Specific Student Supports, and Intentional Instruction.



North High School North Star

A school's North Star is the school's mission and vision to equip all students with the skills, competencies, and mindsets needed to be successful. It is grounded in data, stakeholder engagement, and vision for graduates of the school.

North High School fosters a culture where all students collaborate, communicate and think critically to become productive citizens. The school environment will explicitly scaffold, support and demonstrate forward progress towards becoming a critical thinking classroom. Classrooms will be a place to showcase learning intentions, success criteria, exemplars student work and data.

North High School Plan to Improve Student Outcomes

School growth planning is an essential part of continuous school improvement. Setting expectations and strategically working to advance the school's North Star vision is what can lead to change for the better. This Plan to Improve Student Outcomes lays out the school's intentions for the strategies it will use, actions they will take and the anticipated outcomes. The school's instructional leadership team leads the work.

School Instructional Leadership Team Members			
Name	Position	Name	Position
Lisa Houlihan	Principal	Alda Torra	ESL Department Head
Kate Cahill	Instructional Coach	Arianna Norgren	ELA Department Head
Lizzie Fortin	Instructional Coach	Kellie Becker	Guidance Department Head
Meghan Milonopoulos	Assistant Principal	Vanessa Acheampong	Internship Coordinator
Mike Cardin	Assistant Principal	Bethann Cormier	Assessment Specialist
Teresa Distefano	Assistant Principal	Lynn Loftus	Librarian
Ellie Lupfaya	Assistant Principal	Krystle O'Clair	Math Department Head
Juliamy Saraiva	Assistant Principal	Rick Howarth	Science Department Head
Sarina Lapin	Social Studies Department Head	Dan Coonan	STB Department Head
Claire Swenson	Special Education Department Head	Celia Seckowski	World Language Department Head

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	19	February	13, 27
October	24	March	13, 27
November	14, 28	April	10
December	12, 19	May	8, 22
January	30	June	12
		<i>Summer Planning Session</i>	<i>if applicable</i>

North High School Plan to Improve Student Outcomes

The school priority goal is the focus that drives the improvement work during the school year. It is based on a review of data from the prior school. The following pages contain plans for each core practice that when implemented, should lead to improvements associated with the priority goal.

School Priority Goal(s) for School Year 2022-2023

- SRSD-improved writing in all content areas
- Walkthrough Form with feedback towards writing

Key Data and Rationale for Priority Goal(s)

Based on accountability data, clear correlation of students coming to school receiving instruction and performance.

Chronic Absenteeism - 18.9%

White Students - 20.2%

Students w/ Disabilities - 27.6%

Hispanic/Latino - 21.8%

High Needs - 19.9%

SGP-ELA

White Students - 33.6%

Students w/ Disabilities - 28.8%

Hispanic/Latino - 33.4%

High Needs - 34.5%

SGP-Math

White Students - 24.9%

Students w/ Disabilities - 26.0%

Hispanic/Latino - 31.0%

High Needs - 29.7%

MCAS Average Composite Scaled Score

White Students-476.8

North High School Plan to Improve Student Outcomes

Students W/ Disabilities-466.6

Hispanic/Latino-473.6

High Needs-474.6

North High School Plan to Improve Student Outcomes

LEADERSHIP PRACTICES

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Our Vision for Leadership Practices

ILT is representative of each department and the administration team. ILT is working with Kerry Purcell to deepen our shared leadership understandings and to push our school into being a critical thinking community. Department heads are leading content PLCs and department meetings keeping the vision of the school at the center of this work. ILT looks at data; makes shifts in leadership, instruction, and support for teachers based on data; completes walkthroughs within content areas in order to strengthen pedagogical moves and content understanding; and meets on alternative Mondays from our Principal Meeting and Department Meetings.

Aspiration for 2022-2023 School Year

- Shared leadership within departments while department heads lead the way
- Increase core content delivery
- Align professional development with needs of teachers
- Align walkthrough feedback to needs of school
- Provide timely data to monitor progress

Strategies for Leadership Practices

- ILT working with Kerry Purcell to improve shared leadership and move into a critical thinking community
- Walkthroughs done within content areas to push core content delivery
- Monitor data quarterly

Measures of Success and Desired Outcomes

- Feedback from teachers from PD day and PLCs
- Walkthrough data
- SRSD data, STAR data, Common Assessments

North High School Plan to Improve Student Outcomes

POSITIVE CLIMATE AND CULTURE

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Our Vision for a Positive Climate and Culture

We envision a school with transparent and useful communication. Using universal protocols for communication such as Google Classroom, Weekly Bulletins, Shared Calendar, Guidance Newsletters, and other streamlined methods will create a system of communication that builds efficacy and efficiency. The universal protocols around educator roles and responsibilities, administrative roles and responsibilities, as well as systems and routines around behavior, grading, assessment, and policies within the North High Community will help lead to stronger morale and culture. The use of an app like Remind will be used to increase communication with parents.

Aspiration for 2022-2023 School Year

- Continued transparent communication
- Learning walks with all staff included

Strategies for Positive Climate and Culture

- NHS portrait of a graduate/One Pager
- Learning walks with all staff
- Student bi-weekly bulletin

Measures of Success and Desired Outcomes

- PLC, Walkthroughs
- Learning walk form completed in PLCs
- Students knowing more about events at school

North High School Plan to Improve Student Outcomes

STUDENT SPECIFIC SUPPORTS

The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.

Our Vision for Student Specific Supports

We will continue building the capacity of 9th grade teams with Panorama and STAR assessments. We will strengthen our writing focus through the use of SRSD writing prompts across content areas. We will also use the district common assessments to strengthen content knowledge in our students. The Principal, Guidance, and SACs will continue decreasing our chronic absenteeism in students through a variety of methods because we know from our data that when students are in school, they do better across the board.

Aspiration for 2022-2023 School Year

- Strengthen writing in all content areas
- Strengthen content knowledge
- Improve student chronic attendance

Strategies for Student Specific Supports

- Strengthen writing
- Strengthen content knowledge
- Improve chronic absenteeism

Measures of Success and Desired Outcomes

- We will look at student writing 4 times a year
- We will calibrate common assessment data and adjust teaching practices based on data.
- SAC/Guidance PLC will look at attendance data weekly

North High School Plan to Improve Student Outcomes

INTENTIONAL INSTRUCTION

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

Our Vision for Intentional Instruction

We will improve our writing using SRSD. We will use a Walkthrough Tool that is tailored to North High's instructional focus. Department heads, administrators, and coaches will use the walkthrough tool to check on our instructional strategies as well as increase our feedback to teachers. Department heads will continue to give weekly feedback on lesson plans. We will expand our use of our "one pager" that defines our instructional focus as collaboration, communication, and critical thinking to include the "how" for students to understand how they can be successful beyond just content knowledge and grades.

Aspiration for 2022-2023 School Year

Strengthen writing across all content areas.

Strategies for Intentional Instruction

- Working on content writing prompts
- calibration of scoring
- Analyzing data from the writing prompts to look at trends

Measures of Success and Desired Outcomes

- We will create writing prompts as needed quarterly for all content areas
- We will calibrate after each prompt is given in class which is quarterly
- We will analyze both in content PLCs and in ILT

North High School Plan to Improve Student Outcomes

Notification

As part of the planning process, Worcester Public Schools considers the coordination and integration of federal, state and local services and programs. In addition:

- Elementary schools should also reference the transition plans for assisting preschool children in transitioning to the school-wide program plans; and
- Secondary schools should also reference transition plans for assisting grade 7 and 9 students in transitioning to the new school.

Coordination and Integration of Funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction and materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities. Title IV A, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college and career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another. Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students. Title II, coordination of professional development for all college and career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college and career readiness contractual service provider at our vocational-technical high school.

North High School Plan to Improve Student Outcomes

Worcester Public School Transition Plan for Assisting Preschool Children (Elementary only)

Worcester Public Schools (WPS) support a transition plan for assisting preschool children to school-wide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into school-wide Title I programs.