

Northwood High School - Home of the Gladiators!

School Improvement Plan Overview

<p>System Goal: <i>All students will meet 2 or more Evidence of Learning Measures</i></p> <p>School Goal: All students, with a focus on our Hispanic students, will meet 2 or 3 Evidence of Learning (EOL) measures, be on track for graduation (including eligibility), and CCRCCA ready.</p> <p>Instructional Goals: Developed by grade-level and based on an internal measure from the EOL framework. See the rows below for specific grade-level band instructional goals.</p>	
<p>9th-10th Grade Literacy Goals:</p>	<p>9th Grade: All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible.</p> <p><i>Instructional goal:</i> Students will:</p> <ul style="list-style-type: none"> • determine the central idea/claim of a text and provide an accurate summary of that text with key supporting details. • measured by growth on MAP-R, Progress Checks, Common Writing Tasks and teacher-generated assessments. <p>10th Grade: All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible.</p> <p><i>Instructional goal:</i> Students will:</p> <ul style="list-style-type: none"> • interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • measured by growth on Progress Checks, Common Writing Tasks and teacher-generated assessments.
<p>9th-10th Grade Math Goals:</p>	<p>Algebra 1 - All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible.</p> <p><i>Instructional goal:</i> Students will:</p> <ul style="list-style-type: none"> • understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$. (CCSS.Math.Content.HSF.IF.A.1) <p>Geometry - All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible.</p> <p><i>Instructional goal:</i> Students will:</p> <ul style="list-style-type: none"> • make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. (HS.G-CO.D.12)

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System Goal: *All students will meet 2 or more Evidence of Learning Measures*

School Goal: All students, with a focus on our Hispanic students, will meet 2 or 3 Evidence of Learning (EOL) measures, be on track for graduation (including eligibility), and CCRCCA ready.

Instructional Goals: Developed by grade-level and based on an internal measure from the EOL framework. See the rows below for specific grade-level band instructional goals.

<p>11th-12th Grade Literacy Goals:</p>	<p>11th Grade: All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be academically eligible and CCRCCA ready. <i>Instructional goal:</i> Students will:</p> <ul style="list-style-type: none"> • write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • measured by growth on Progress Checks, Common Writing Tasks and teacher-generated assessments. <p>12th Grade: All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be academically eligible and CCRCCA ready. <i>Instructional goal:</i> Students will:</p> <ul style="list-style-type: none"> • write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well- structured event sequences. • measured by growth on Progress Checks, Common Writing Tasks and teacher-generated assessments.
<p>11th-12th Grade Math Goals:</p>	<p>Geometry - All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible. <i>Instructional goal:</i> Students will:</p> <ul style="list-style-type: none"> • make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. (HS.G-CO.D.12) <p>Algebra 2 - All students, with a focus on Hispanic students, will meet 2 or 3 EOL measures, be on track for graduation, and academically eligible. <i>Instructional goal:</i> Students will:</p> <ul style="list-style-type: none"> • for a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. (1YR: HS.F-IF.B.4)

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School Improvement Plan Overview

Action Plan	
Area of Focus	Action Plan: What will the focus of our work be?
Professional Learning on the Standards	<p>Educators will participate in professional learning focused on:</p> <ul style="list-style-type: none"> ● protocols for creating, assessing, and tailoring standards-based lesson plans centered on the Japanese Lesson Study model; ● differentiation of instruction to reach student mastery of material; ● frameworks for integrating student voice into lesson planning and formative assessment; ● consistent opportunities for student discourse and eliciting student thinking; ● the use of Performance Matters Unify to collect and analyze data.
Analyzing Data to Inform Instruction	<p>Educators will:</p> <ul style="list-style-type: none"> ● maintain consistent structures for collecting and analyzing relevant student data from the classroom, district, and external measures, including teacher-generated baseline assessments to be revisited and tailored at semester intervals; ● engage in quarterly data chat protocols on relevant classroom, district, and external measures, especially interim and quarterly grades, Common Tasks, and Progress Checks.
Equitable and Culturally Responsive Instructional Strategies	<p>Educators will plan for, organize and implement instructional strategies supporting:</p> <ul style="list-style-type: none"> ● a school-wide focus on Tier 2 vocabulary terms that have cross-content applications; <ul style="list-style-type: none"> ○ Supports CCSS.ELA-LITERACY.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. ● student to student discourse; ● explicit work and reflection on beliefs including growth mindset and the teacher as a warm demander.
School Climate and Culture	<ul style="list-style-type: none"> ● Integration and use of our Wellness Center; ● Restorative Practices for relationship building amongst staff and students; ● Wellness and Social Emotional Learning: integration of mindfulness; ● Elevating student voice through school-wide and classroom level surveys, and administrative meetings with student leaders. Host grade level town hall meetings with assistant principals each semester; ● Team approach for 9th grade including our pupil personnel worker (PPW), counselors, Wellness Center representatives and teachers; ● Pre-service and quarterly interdisciplinary co-department meetings to develop community and support similar academic standards in our paired departments; ● Continue implementing Equal Opportunity Schools (EOS) surveys and best practices to promote belonging for all students.