

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Commission on Public Schools

**Report of the Visiting Team for
Norwood Senior High School**

Norwood, MA

March 07, 2021 - March 10, 2021

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School and Community Summary

School and Community Summary

The Town of Norwood, in Norfolk County, was settled in 1678, incorporated in 1872, and is governed by a representative town meeting. Bordered by Canton, Dedham, Walpole, Westwood, and Sharon, Norwood is a residential suburban community, located 23 miles southwest of downtown Boston and 30 miles northeast of Providence, RI, with a total area of 10.6 square miles, a population of 29,010, approximately 5,000 of whom are foreign-born, and a population density of 2,724 people per square mile.

As of the 2019 census, there were 29,725 people in Norwood, a 4 percent increase since 2010, with a median age of 40.6 years, 18 percent were 65 or older, and 47 percent had a bachelor's degree or higher. The racial makeup of the town was 84.4 percent White, 5.4 percent Asian, 6.8 percent Hispanic or Latino, 7.2 percent Black or African American, with no identified Native American or Pacific Islander residents.

The town of Norwood spends approximately 55 percent of local taxes and resources on schools. In April 2006, the town passed its first Proposition 2 1/2 override to build a new high school, which opened in 2011, and in 2019 the town passed a major operational override. The 2018 per-pupil costs were \$15,850 for in-district students and \$17,244 for all, including out-of-district students, compared to the state averages of \$15,957 and \$16,495, respectively. The district has 64 out of district students, 33 of whom are in grades 9-12.

Housing in Norwood includes single-family homes, two- and three-family homes, and rental complexes. There are 12,479 housing units including 38.8 percent nonfamily households and 61.2 percent family households, 33.5 percent with related children under 18, and 17.5 percent with a female householder with no husband present. The average household size is 2.43, and the average family size is 3.03. The median income for a household in the town is approximately \$90,133, up from \$83,883 in 2018 and up from \$58,421 in 2019, with a median housing value of \$439,300. Eight percent of residents live in poverty, and 1.8 percent are without healthcare under 65.

There are approximately 2,584 companies in Norwood, including 241 minority-owned firms (2012). A large cluster of automobile dealerships on Route 1 is known as the Norwood Automile. Other significant businesses in Norwood are National Amusements (Showcase Cinemas), Analog Devices, Inc. (semiconductor company), MEDITECH (medical software provider), Instron (machining manufacturer), Home Market Food, FM Global, and Mercer (human resources consulting).

Norwood has eight public schools with a total enrollment of 3,519: One PreK Little Mustangs early childhood center, Savage Center; one kindergarten, Willett; five grade 1-5 elementary schools, Balch, Callahan, Cleveland, Oldham, and Prescott; a grade 6-8 middle school, Coakley Middle School; and Norwood High School (NHS) serving grades 9-12.

There are 280 teachers in the district; 74.4 at the high school. All are licensed in their teaching areas. The average attendance rate for high school teachers for the last four years has been 95 percent.

Over the last ten years, the high school population has fluctuated between 1113 and 958 and is 973 in 2021. The ten-year average enrollment is 1,034. This downward trend will reverse in 2020. The high school student body is composed of the following: 12.8 percent Black or African American students, 5.0 percent Asian students, 14.1 percent Hispanic or Latino students, 65.7 percent White students, and 2.3 percent multi-race, non-Hispanic students. Among the students, 17.5 percent have a first language other than English, and 4.5 percent are English Language Learners. There are 14.4 percent of students identified with disabilities. There are 37 percent of students identified as high needs, and 25 percent identified as economically disadvantaged.

Both the town and the student body are becoming more culturally diverse. Approximately 23 languages are spoken at home with the following being the largest populations: Spanish, Portuguese, Haitian Creole, Albanian, Arabic, and Tamil.

The high school stability rate in 2019 was 96.3 percent, 92.6 percent for high needs students, and 79.5 percent for ELs. The attendance rate was 93.4 percent, with a four-year graduation rate of 95 percent up from 93.8 percent in 2016 (with a five-year average of 92 percent), and an annual dropout rate of 0.7 percent (with a five-year average of 1 percent). Over the last five years, approximately 83 percent of the graduating class went on to attend college or university; 75 percent to a four-year institution and 8 percent to a two-year college; 4 percent entered the military; and 9 percent entered the workforce.

Norwood High School belongs to the School-to-Careers partnership, a consortium of eight area high schools that exposes students to opportunities after graduation by having private and public sector organizations present industry-specific seminars, business site visits, guest classroom speakers, mentorships, internships, shadow days, and advisory boards, activities that make academic learning relevant. Participants meet real people who want to make a difference in their lives. With these significant resources and unique programs, students discover interests, talents, and opportunities; and they strengthen their motivation to prepare themselves for college or careers.

The Live, Engage, Achieve, Develop (LEAD) program is a post-secondary program housed at the Savage Center for special needs students age 18-22 who have been awarded a certificate of attendance. They work in conjunction with the Practical Academic and Curriculum Skills (PACS/Life Skills) program within Norwood High School. The goal is to provide training, skills acquisition, and life skills (social skills, self-care, nutrition, exercise, apartment living, etc). Most of their time is spent working at a paid job, volunteering, or learning a valuable or interesting skill.

Norwood does not participate in school choice and is a member of The Education Collaborative (TEC) with 15 other districts. TEC houses various specialized programs, including an online academy, that serve a handful of Norwood students. Presently there are no collegiate institutions, vocational/technical schools, or adult education institutions in town. Blue Hills Regional Technical High School in Canton and Norfolk County Agricultural School in Walpole offer vocational and technical programs with 53 and 11 students from Norwood attending respectively. A small number of students access online GradPoint courses for credit recovery. The town has approximately 130 high school students attending the following independent, charter, and virtual schools among others: Xaverian Brothers, Bishop Feehan, Ursuline Academy, Catholic Memorial, Fontbonne Academy, Foxborough Charter, and Greenfield Academy.

Students are recognized throughout their four years at Norwood High School in a variety of ways, including honor roll by term, seasonal athletic awards nights, Wellness Champion of the Term, an annual television program awards night, The Nemmys, to name a few. Norwood High School has an active chapter of the National Honor Society with 130 members as of February 2021, as well as Latin, French, Spanish, music, and art honor societies. Each May, Norwood High School invites seniors, juniors, sophomores, and freshmen, along with their family members, to a banquet in their honor. Seniors who have earned the distinction of Magna Cum Laude (4.4-4.59 GPA) and Summa Cum Laude (4.6+ GPA) are lovingly roasted and lauded for their accomplishments. Juniors who have earned Summa Cum Laude receive college book awards. And sophomores and freshmen who have earned Summa Cum Laude are also recognized for their early achievements and hard work.

Seniors are recognized with the 4As Student of the Month award; school and community graduation scholarships; the Lane Medal, presented to those students in the graduating class who have maintained an average of 85 percent or greater for four years; and the Seal of Biliteracy, an award upon graduation that certifies a high level of proficiency in speaking, reading, listening, and writing in at least two languages, one of which is English. The Seal formally recognizes biliteracy as an asset and a 21st century skill needed in an interconnected, diverse world.

Core Values, Beliefs, and Vision of the Graduate

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.

Approved: 15 January 2014

Portrait of a Norwood Graduate (2019)

Collaborators

- Solve problems together
- Converse respectfully
- Demonstrate responsibility and accountability
- Understand self and consider other points of view

Creators

- Ask questions driven by curiosity
- Design innovative solutions and products
- Take risks and persevere throughout the process
- Think independently

Communicators

- Listen and speak effectively
- Write for diverse audiences and purposes
- Express through various mediums
- Ensure all voices and ideas are heard and expressed

Critical thinkers and problem solvers

- Gather and evaluate information
- Propose a solution
- Set goals and execute a plan
- Reflect and improve

Citizens

- Get involved constructively
- Contribute respectfully
- Engage responsibly
- Advocate for equity

LEARNING CULTURE

Learning Culture

The school provides a safe learning culture that ensures equity and fosters shared values among learners, educators, families, and members of the school community. These shared values drive student learning as well as policy, practice, and decision-making while promoting a spirit of collaboration, shared ownership, pride, leadership, social responsibility, and civic engagement. The school community sets high standards for student learning, fosters a growth mindset, and facilitates continuous school improvement to realize the school's core values, beliefs about learning, and vision of the graduate.

1. The school community provides a safe, positive, respectful, and inclusive culture that ensures equity and honors diversity in identity and thought.
 - 1a. The school community provides a safe environment.
2. The school's core values, beliefs about learning, and vision of the graduate drive student learning, professional practices, learning support, and the provision and allocation of learning resources.
 - 2a. The school has a written document describing its core values, beliefs about learning, and vision of the graduate.
3. The school community takes 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.
4. The school community's professional culture demonstrates a commitment to continuous improvement through the use of research, collaborative learning, innovation, and reflection.
5. The school's culture promotes intellectual risk taking and personal and professional growth.
6. The school has an inclusive definition of leadership and provides school leaders with the authority and responsibility to improve student learning.
7. The school culture fosters civic engagement and social and personal responsibility.

STUDENT LEARNING

Student Learning

The school has a vision of the graduate that includes the attainment of transferable skills, disciplinary/interdisciplinary knowledge, understandings, and dispositions necessary to prepare learners for their future. Students are assured consistent learning outcomes through a defined curricular experience and have the opportunity to demonstrate their skills and knowledge in a variety of creative ways. Students actively participate in authentic learning experiences while practicing the skills and habits of mind to regularly reflect upon, and take ownership of, their learning.

1. The school has a vision of the graduate that includes the attainment of transferable skills, knowledge, understandings, and dispositions necessary for future success and provides feedback to learners and their families on each learner's progress in achieving this vision.
2. There is a written curriculum in a consistent format for all courses in all departments that includes units of study with guiding/essential questions, concepts, content, and skills and integrates the school's vision of the graduate.
 - 2a. There is a written curriculum in a consistent format for all courses in all departments.
3. Curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge.
4. Instructional practices are designed to meet the learning needs of each student.
5. Students are active learners who have opportunities to lead their own learning.
6. Learners regularly engage in inquiry, problem-solving, and higher order thinking skills.
7. Learners demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum.
8. Learners have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in meaningful ways to support their learning.
9. Learners use technology across all curricular areas to support, enhance, and demonstrate their learning.

PROFESSIONAL PRACTICES

Professional Practices

The school maintains and implements a school improvement/growth plan, organizational practices, and productive community relationships to meet and support student learning needs. Educators engage in ongoing reflection, collaboration, and professional development to improve their practice and examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs, and services.

1. The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.
 - 1a. The school has a current school improvement/growth plan.
2. Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being.
3. Educators examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, and programs and services.
4. Collaborative structures and processes support coordination and implementation of curriculum.
5. School-wide organizational practices are designed to meet the learning needs of each student.
6. Educators develop productive student, family, community, business, and higher education partnerships that support learning.

LEARNING SUPPORT

Learning Support

The school has timely, directed, and coordinated interventions for all students. The school provides targeted supports to meet each student's individual needs, including counseling services, health services, library/information services, and other appropriate support services to assist each student in meeting the school's vision of the graduate.

1. All students receive appropriate intervention strategies to support their academic, social, and emotional success.
 - 1a. The school has intervention strategies designed to support students.
2. All students receive counseling services that meet their personal, social, emotional, academic, career, and college counseling needs from adequate, certified/licensed personnel.
3. All students receive health services that ensure their physical and emotional well-being from adequate, certified/licensed personnel.
4. All students receive library/information services that support their learning from adequate, certified/licensed personnel.
5. Identified English Language Learners and students with special needs and 504 plans receive appropriate programs and services that support their learning from adequate, certified/licensed personnel.

LEARNING RESOURCES

Learning Resources

The school has adequate and appropriate time, funding, and facilities to support the realization of its core values, beliefs about learning, and vision of the graduate. The school and school community provide time, funding, and facilities for student learning and support; teacher collaboration and professional growth; and full implementation of curricular and co-curricular programs in the school. The school has appropriate plans, protocols, and infrastructure in place to ensure consistent delivery of its curriculum, programs, and services.

1. The community and district provide school buildings and facilities that support the delivery of high-quality curriculum, programs, and services.
 - 1a. The community and district provide school buildings and facilities that support the delivery of curriculum, programs, and services.
2. The school/district provides time and financial resources to enable researched-based instruction, professional growth, and the development, implementation, and improvement of school programs and services.
3. The community and the district's governing body provide adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities.
4. The school/district has short-term and long-term plans to address the capital and maintenance needs of its building and facilities.
5. The school has infrastructure and protocols in place to ensure effective responses in crisis situations.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees, which supervises the work of three Commissions: the Commission on Independent Schools (CIS); the Commission on Public Schools (CPS), which is comprised of the Committee on Public Elementary, Middle, and High Schools (CPEMHS), and the Committee on Technical and Career Institutions (CTCI); and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public school member institutions, CPS requires visiting teams to assess the degree to which schools align with the qualitative Standards for Accreditation. The Standards are *Learning Culture, Student Learning, Professional Practices, Learning Support, and Learning Resources*.

The accreditation program for public schools involves a five-step process: the self-reflection conducted by stakeholders at the school; the Collaborative Conference visit, conducted by a team of peer educators and NEASC representatives; the school's development and implementation of a growth/improvement plan; the Decennial Accreditation visit conducted by a team of peer educators and NEASC representatives; and the follow-up program carried out by the school to implement the findings of its own self-reflection, the recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school participate in the accreditation process over the ten-year cycle and that it shows continued progress addressing identified needs.

Preparation for the Accreditation Visit

Accreditation coordinators and a steering committee comprised of the professional staff were appointed to supervise the school's Accreditation process which includes the self-reflection, the Collaborative Conference visit, the development and implementation of a growth plan, and the Decennial Accreditation Visit. At Norwood High School, a committee of 10 members, including the principal, supervised all aspects of the Accreditation process.

Public schools seeking Accreditation through the Commission on Public Schools must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, vision of the graduate, and unique student population. In preparation for the decennial visit, schools are required to complete a Decennial Summary Report to inform the team about their progress since the time of the Collaborative Conference visit.

In addition, the professional staff was required to read and come to consensus on the summary report to ensure that all voices were heard related to the school's progress on their priority areas for growth.

The Process Used by the Visiting Team

A visiting team of 8 members was assigned by the Commission on Public Schools to conduct a Decennial Accreditation visit to Norwood High School in Norwood, Massachusetts. The visiting team members spent four days conducting a virtual visit to the school; reviewed the self-reflection, Collaborative Conference report, and Decennial Summary Report documents; met with administrators, teachers, other school and system personnel, students, and parents; and visited classes to determine the degree to which the school aligns with the Committee on Public Secondary Schools' and Public Elementary and Middle Schools' Standards for Accreditation and the degree to which the school is making progress toward their identified priority areas for growth as indicated in the

school's improvement/growth plan.

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included within each section of the report. The report includes commendations and recommendations that, in the visiting team's judgment, will be helpful to the school as it works to improve teaching and learning and implement its plan for growth and improvement. The report also includes an analysis of the conceptual understanding, commitment, competency, and capacity (4Cs), which is a framework used to evaluate the school's ability for continuous growth and improvement as a learning organization.

This report of the findings of the visiting team will be forwarded to the Commission on Public Schools, which will make a decision on the Accreditation of Norwood High School.

Foundational Element 1.1a - Learning Culture

Foundational Element 1.1a

The Norwood High School community provides a safe learning environment that is committed to diversity, equity, and inclusion. Norwood High School defines its mission as a partnership of students, parents/guardians, staff, and community. As stated, the mission is to provide opportunities in a safe and supportive environment for all students to pursue excellence in the 4As: Academics, Arts, Athletics, and Activities. As assessed by rigorous academic, social, and civic expectations, NHS students learn to think independently and contribute responsibly as respectful members of a diverse, global society. At Norwood High School, administrators, faculty, and staff members have concentrated on the needs of the whole student population. In order to ensure the social-emotional safety of all students, staff, and families, NHS uses survey data to measure comfort levels in the high school setting. Approximately, 92 percent of students, 99 percent of teachers, and 98 percent of families feel safe much of the time at Norwood High School. The school community attributes much of its success to the extraordinary school leadership, a shared commitment among very dedicated faculty and staff members, proactive parental involvement, an intentional district strategic plan, and adherence to the mission and the Portrait of the Norwood Graduate. The core values of communication, collaboration, creativity, critical thinking, and character are stressed in all areas of the learning culture.

Norwood High staff members have benefitted from extensive professional development focused on social-emotional learning, trauma-informed approaches, and training from the Anti-Defamation League. Norwood High School has fashioned the daily schedule to provide WIN time for students, strengthened the tiers of intervention, swelled the library collection to include more diverse literature, continues to offer 17 sports to participate in expanded clubs to ensure that each student feels included within the school community. NHS provides two social-emotional learning classrooms staffed with adjustment counselors and welcomes students to participate in a work-study program. In addition to the Academic Support Center, reading, writing, math, and science labs are structured to support struggling students.

Norwood High School administrators have prioritized appropriate staffing to support the learning culture. Deans, nurses, guidance, career and adjustment counselors, special educators, and a school resource officer are an integral part of the NHS community. Educators concentrate on backward design planning, build cross-curricular connections, and access community resources to ensure successful outcomes for all students. School community partnerships, such as World Savvy and Impact Norwood, have provided for greater cultural proficiency and wellness of all students at Norwood High School.

Rating

Meets the Standard

Foundational Element 1.2a - Learning Culture

Foundational Element 1.2a

Norwood high school has diligently worked to create a vision of the graduate over the last two and one-half years since the Collaborative Conference. The Norwood portrait of the graduate focuses on collaboration, creation, communication, and critical thinkers emphasizing problem-solving. This work is evident in various documents and is known across the school as Portrait of the Norwood Graduate (PONG) documents. These documents are curricular-related resources that support the notion of developing a vision for each graduate and providing appropriate curricular school-wide resources for the graduate to realize their maximum potential by being immersed in the Norwood High School environment. In addition to school-wide curricular resources, the school has worked in a collaborative fashion to create a new schedule that provides more options for students to satisfy scheduling conflicts that restricted the availability of course offerings for some students.

The work in this area is well known throughout the community and within the school. A collaborative effort was used to assemble the framework. The PONG documents are shared via an online file structure that provides a view into the depth and breadth of the work that has taken place since the Collaborative Conference.

Rating

Meets the Standard

Foundational Element 2.2a - Student Learning

Foundational Element 2.2a

Norwood High School has a written curriculum in a consistent format for all departments. The school develops curriculum maps and scope and sequence documents, paired with common Understanding by Design unit plans. Since the Collaborative Conference, Norwood High has created a unifying umbrella for its curriculum by creating and implementing its Portrait of a Norwood Graduate (PONG). By design, the PONG is embedded throughout the curriculum at Norwood High and is grounded in 21st century skills and dispositions deemed essential by the school and the local community. The 5Cs of the PONG outline that all Norwood High School graduates are Collaborators, Creators, Communicators, Critical Thinkers & Problem Solvers, and Citizens. Beyond those overarching skills, Norwood High School has identified the related subskills of the 5Cs within each content area. As part of the development of the PONG, each content area has PONG documents that identify what the overarching skills and subskills look like in each course, outline potential products/tasks/assessments for measuring proficiency, and describe any links to Universal Design for Learning (UDL) or Project-Based Learning (PBL). The PONG documents serve as instructional, curricular, and assessment tools for teachers. Through the staff's extensive and committed work on the PONG documents, the foundation has been laid for a unified and systematic curriculum in which all elements of teaching and learning lead toward the PONG. Norwood High School staff members describe the curriculum as being "transformed" by the PONG documents. Although the documents are not yet being used to collect student work, drive student self-assessment, and report progress to families, Norwood High School envisions the documents moving in that direction within the next two years as they become a more integral part of the curriculum. And although students do not yet recognize the PONG acronym, students are well aware of the 4As and the 5Cs, which speaks to the purposeful inclusion of the PONG values through the Norwood High School curriculum. It is clear that the PONG will be a conduit through which and from which the curriculum evolves in the future.

Rating

Meets the Standard

Foundational Element 3.1a - Professional Practices

Foundational Element 3.1a

Norwood High School has a current three-year school improvement plan, which is nicely aligned with the district's improvement plan. NHS's improvement plan has three goals, which are based on the priority areas that were identified as part of the school's Self-Reflection and Collaborative Conference visit. These goals include developing a vision of a graduate that incorporates the transferable skills that students will need to become responsible, productive citizens and outline how each of these skills is taught, assessed, built upon, and reinforced each year; ensuring the school community takes 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 and that students are active learners who have opportunities to lead their own learning; and ensuring that the school has sufficient time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services, as well as adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities. These goals are assessed annually and data-driven progress is reported out to the school committee in the fall.

Guided by the school improvement plan, NHS has established related teaching and learning goals including adding a Massachusetts Seal of Biliteracy, expanding the Global Studies program, homework policy, professional development plans, and data analysis of MCAS in English, math, and STE. The NHS school improvement plan reflects the school's core values in academics, arts, athletics, and activities (the 4As) as well as their recent work in aligning these with the Portrait of a Norwood Graduate (the 5Cs) which include collaboration, creativity, communication, critical thinking and citizenship.

Rating

Meets the Standard

Foundational Elements 4.1a - Learning Support

Foundational Elements 4.1a

Norwood High School has intervention strategies designed to support learners. They have several different supports in place for all learners in the school. They have a system in place to identify students' needs. NHS has a student support team meeting every other week. There are referral processes and forms to track the process of identified students. Some deans assist with this process and assist students and families with concerns and accolades. As students go through this process, a team that consists of school counselors, a dean representative, SRO, a school nurse, an adjustment counselor, a special educator, a representative from the referring department, and an administrator may be referred to the different supports that are available at Norwood High School. Changes are being made to involve more tier one and tier two strategies before referrals are made to the special education eligibility process.

In addition to the team, some other interventions that Norwood High School has for all students are available as part of their "What I Need" (WIN) block added to their newly designed schedule. This is a time that is designed to have all students access what they need for their classes and interact with their teachers. UDL professional development has been provided to assist teachers in creating a supportive environment in their classrooms for all students.

Special education core classes are available to students who qualify for them as well as therapeutic programming. In addition to special education support, NHS also has ELL services and classes. With additional funding provided through a budgetoverride supported by the Norwood community, there has been an increase in the number of classes for students who may need additional support in reading, writing, mathematics and science.

School counselors and adjustment counselors are available to assist students. School counselors have grade level seminars that focus on student learning and career and college planning. The school also has access to outside agencies to assist in supporting students with emotional needs. The nursing staff is also available.

Additional programming at Norwood high school allows students opportunities to participate in transitional opportunities. These programs include "Innovations Pathway", in health care, and school to career, which is a work-study program. Norwood High School also has a career counselor available to students.

Norwood High School intervention strategies are continuing to support each student's success and well-being.

Rating

Meets the Standard

Foundational Element 5.1a - Learning Resources

Foundational Element 5.1a

The school site and plant effectively support the delivery of curriculum, programs, and services.

Norwood High School has a relatively new school building; it opened for the 2011-2012 school year. The 227,500 square-foot building includes state-of-the-art technology in classrooms and state-of-the-art facilities. Norwood High School has excellent security and safety features, including locked doors, safety keys, security keys, emergency response folders, an intercom system, direct-dial

for 911 from classrooms, a posted building evacuation procedure in each classroom, and posted fire alarm and evacuation plans. An area of growth since the Collaborative Conference is that Norwood High School has added a more secure telephone system and a secure card reader entry system. In addition, Norwood High School has added numerous security cameras in strategic locations.

Norwood High School is extremely well maintained and is thoroughly cleaned daily. Norwood High School is well maintained due to a clear short-term capital maintenance plan. Another area of growth at NHS since the Collaborative Conference visit in 2018 is that Norwood Public Schools has developed a long-term capital maintenance plan for the school building and grounds.

Additionally, NHS has added new touch-screen, interactive display monitors in all classrooms.

Norwood High School meets all applicable federal and state laws and complies with all local fire, health, and safety regulations. All required permits, inspections, and licenses are up to date.

Rating

Meets the Standard

Foundational Elements Ratings

Foundational Element Ratings

Foundational Elements	Collaborative Conference School's Rating	Collaborative Conference Visitors' Rating	Decennial School's Rating	Decennial Visitors' Rating
1.1a - Learning Culture	Meet the Standard	Meet the Standard	Meet the Standard	Meet the Standard
1.2a - Learning Culture	Does Not Meet the Standard	Does Not Meet the Standard	Meet the Standard	Meet the Standard
2.2a - Student Learning	Meet the Standard	Meet the Standard	Meet the Standard	Meet the Standard
3.1a - Professional Practices	Meet the Standard	Meet the Standard	Meet the Standard	Meet the Standard
4.1a - Learning Support	Meet the Standard	Meet the Standard	Meet the Standard	Meet the Standard
5.1a - Learning Resources	Meet the Standard	Meet the Standard	Meet the Standard	Meet the Standard

Priority Area 1

Priority Area

Develop a vision of the graduate that incorporates the transferable skills that students will need to become responsible, productive citizens, and outline how each of these skills is taught, assessed, built upon, and reinforced each year.

Action, Impact, and Growth

Approximately three years ago, the Norwood High School community utilized protocols from the National School Reform Network to develop a set of shared core values for Norwood High School students. The goal for all Norwood High School students is to achieve proficiency by graduation or completion of high school. Throughout ongoing times for professional development, staff members identified areas of the curriculum in which the core values were in use. Collectively, the design team, which consisted of stakeholders in the school community, created the Portrait of the Norwood Graduate (PONG). Upon creation, NHS successfully implemented the PONG and began rebranding the Norwood High School learning culture.

Norwood High School weaved the Portrait of the Norwood Graduate into all areas of the school community to ensure success. This shared vision was crafted by a wide representation of stakeholders and built into the district school improvement plan. This action allowed for vertical alignment among the district's schools. Further, school leaders planned a schedule to provide more flexibility for all learners and common planning for teachers. Staff members sharing similar times have been able to plan common learning tasks, develop cross-curricular activities, integrate technology, and take greater ownership in this vision. NHS students have periods identified in the schedule to offer time for "What I Need" (WIN), skills labs, and academic support. Most importantly, the 5Cs (collaboration, creativity, communication, critical thinking, and citizenship) complement the 4As (academics, arts, athletics, and activities), which have been the lifeblood of Norwood High School for many decades.

With the development of the Portrait of the Norwood Graduate, there has been positive growth within the school's climate and a clear focus on developing goals attached to their vision. In conjunction with their middle school, Norwood High School has participated in professional development opportunities to enhance their students' experiences related to their Portrait of the Norwood Graduate. Some of the opportunities consisted of speakers and programming through the Anti-Defamation League (ADL), Universal Design for Learning (UDL), and the World Savvy program. The use of the interdepartmental professional learning communities (PLC) has also assisted staff in making certain that the 5Cs pertaining to the Portrait of the Norwood Graduate are represented within Norwood High School classrooms. Teachers report that the streamlined approach and focus on these efforts have been positive. Educators appreciate that the focus of professional development is aligned with the Portrait of the Norwood Graduate. There have been additional professional development opportunities for staff regarding the trauma-informed approach and social-emotional learning (SEL).

Since the development of the PONG, teachers have demonstrated ownership through their Understanding by Design (UBD) units. Many of these units are being used regularly and are documented in departmental PONG documents. The school is working on building cultural proficiency, which has had an impact on instruction and is being documented by the school. Community members and faculty reference the school's involvement in training and implementing the World Savvy program. Along with the Norwood Community Media, the technology used through the school has complemented the Portrait of the Norwood Graduate. Students are celebrated as they demonstrate their understanding of the core values. From formal ceremonies to encouragement in the classroom, students continue to receive feedback. One teacher noted that he had never been in a district where the school has celebrated students more. This is an accolade to the Norwood High School community.

As stated by the Norwood High School community members, the Portrait of the Norwood Graduate, which was grounded in the 4As mission (academics, arts, athletics, activities), was crafted and adopted by Norwood High School. NHS focused on providing the transferable skills that students need to become responsible, productive citizens. Norwood High School has successfully crafted comprehensible priorities that have been embraced by

the majority of the students, staff, family, and community members

Recommended Next Steps

Enrich professional development to support the PONG

Continue providing opportunities for common planning

Sustain partnership between Norwood Community Media

Fortify adherence to the 4As and 5Cs

Sources of Evidence

- classroom observations
- community members
- department leaders
- facility tour
- NEASC survey
- parents
- priority area meetings
- priority area observations
- school board
- school leadership
- school support staff
- school summary report
- student work
- teacher interview
- teachers

Priority Area 2

Priority Area

Ensure that the school community takes 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 and that students are active learners who have opportunities to lead their own learning (1.3, 2.5).

Action, Impact, and Growth

The Norwood High School community has embraced the leadership and school goals relative to Priority Area 2. The school district underwent a strategic plan process that helped shape the overarching goals necessary to formalize its importance. Student well-being is a vital tenet of the school's strategic plan and the school-wide focus on what is best for all students. The school community has taken a collective approach to understand students' intellectual, physical, social, and emotional well-being to inform the foundational aspects of overarching student well-being.

Norwood High has worked to include career innovation pathways; focus on restorative practices that guide student affairs and discipline; focus on social justice and diversity, equity, and inclusion within the school community; and create a more personalized schedule for students. The NHS schedule is over 10 years old and has been a critical bottleneck to addressing opportunities for enhancing the student experience. The schedule limits a student to participate in programming that enhances all students' experience at NHS. Over the past year, the school community worked diligently to systematically study, plan, and prepare a schedule to open the doors to more opportunities for students. The school has seen an increase in enrollment in the IP program. Students enrolled in the program receive personalized college and career counseling and mentoring as part of the program.

One of the most significant stumbling blocks within Norwood High School was the student schedule. The administration, staff, students, and parents highlighted several deficiencies that created roadblocks for students to participate in a schedule that would fully enhance their school's educational opportunities. The school underwent an extensive scheduling study and development process over the last two years to develop a framework presented in the second week of March 2021 to the school committee. The school committee is well informed of the importance of these changes, and there's a great deal of confidence within the school community that will adopt a new schedule for the 2021-2022 school year. The schedule change effort was a community effort. The school administration and staff believe that the schedule and staffing changes will significantly change the scheduling ills of years past. The proposed changes to the schedule will allow students to have more control of course selection and offerings that is intended to allow students to gain control of their own learning.

During the 2019-2020 school year, a team consisting of an administrator, a dean, and a school resource officer participated in a year-long professional development opportunity focused on collaborative disciplinary practices. This training has prompted the revision of how students are addressed when disciplinary issues arise. This model has helped create a culture of remediation and has minimized disciplinary matters that were met with punitive action in years past. The team reviewed data from past disciplinary actions across Norwood High School and identified disproportionalities among traditionally marginalized student populations in student conduct and disciplinary outcomes. The team has formed a professional learning community (PLC) focused on the ongoing analysis of disciplinary data to inform decision-making and has implemented restorative practices.

In addition to the overarching schedule changes anticipated for 2021-2022, Norwood High School implemented various interim changes to the schedule to assist students with extraordinary challenging schedules and students who may need additional support due to life circumstances that have limited their access to school.

Recommended Next Steps

Ensure the overall well-being of students is a fundamental focus for the Norwood High School Stakeholders. The school is motivated to review data to ensure that all school reform factors meet its intended goal. In addition to the awareness of data analysis to monitor growth, Norwood High School is motivated to continue offering relevant professional development on topics closely connected to the inclusion and acceptance of all students.

Monitor the building schedule will be changing for the 2021-2022 school year, and the structures within Norwood High are in place to take full advantage of the new schedule opportunities for students.

Ensure that the new schedule and students' options are clearly communicated to all stakeholders of the Norwood High School Community

Continue to offer faculty and staff options for professional development that support student well-being

Monitor the new schedule's effectiveness and make the appropriate adjustments to ensure this Priority Area focus is met to the full extent possible

Review data to ensure that all school reform factors meet their intended goal

Continue offering relevant professional development on topics closely connected to inclusion and acceptance of all students as well as student well-being

Take full advantage of the new schedule opportunities for students

Monitor the new schedule's effectiveness and make the appropriate adjustments to ensure success

Sources of Evidence

- central office personnel
- classroom observations
- community members
- department leaders
- parents
- priority area meetings
- priority area observations
- school board
- school leadership
- school summary report
- students
- teacher interview

Priority Area 3

Priority Area

Ensure that the school has sufficient time and financial resources to enable research-based instruction, professional growth, and the development, implementation, and improvement of school programs and services, as well as adequate and dependable funding to fully implement the curriculum, including co-curricular programs and other learning opportunities (5.2, 5.3)

Action, Impact, and Growth

Since the fall of 2018, Norwood High School has made great strides toward meeting its goal of securing time and financial resources for the improvement of instructional practices, professional development, programs, and school services, curriculum, and co-curricular programs. A \$5.95 million operational override budget passed in the spring of 2019. Of this amount, schools received \$4.7 million, with \$3.2 million eliminating a deficit in the school budget, and \$1.5 million enhancing and restoring school programs. The school committee cites overwhelming community support as one reason that the override passed, feeling that the town truly “rallied to support the school system.”

Since the override, additional positions have been added throughout Norwood High School to address budget cuts and program availability concerns. The school was able to add 4.0 FTEs ahead of the 2019-2020 school year. The 4.0 FTEs were divided among departments so that the core departments all received at least a 0.6 staffing increase. Among those additions, an expanded computer science position to enhance elective course offerings, an EL position to help address the needs of a growing population, staff intervention courses in both English and mathematics, and sufficient course offerings to implement a two-year world language graduation requirement for all students.

Despite concerns expressed during the Collaborative Conference about funding, with the override, Norwood High School has fully funded their co-curricular programs, and teachers, athletic staff, parents, and community members spoke positively about co-curricular activities. None of Norwood's co-curricular activities were cut and no increase to athletic activity fees was instituted and athletics have been prioritized. Parents spoke about the pride and the value of Norwood's athletics program as another means by which students live the PONG. Additionally, an extensive after-school program in music and theatre affords students -- even when such electives don't fit in their school day -- ample opportunities to access the fine and performing arts. Even though the pandemic, NHS coaches and club advisors have maintained student engagement in co-curricular activities. Norwood High School considers athletics and arts to be co-curricular and are seen as essential aspects of the curriculum that will continue to be re-energized and re-integrated now that the override has passed.

As Norwood High School has sought to improve school programs and services, they have reevaluated the schedule. At the time of the Decennial visit, Norwood High School was preparing to present its proposed high school schedule change to the school committee later in the week. One of the driving factors was a desire to give students “more choice and voice.” Introductory elective course offerings will be added for 2.5 credits, allowing students access to more electives. The increased choice is a point of pride for students, parents, and staff. Programs like Healthcare Innovation Program, television production, work-study, and CAD are just a few of the many offerings that many stakeholders highlighted as relevant and positive. For students to have “more choice and voice” in the high school courses is embraced by stakeholders across the community. Moreover, the new schedule will include initiating a What I Need (WIN) block for students. The block is intended to give students time to schedule extra help, makeup work, appointments with adjustment/guidance counselors, meet with deans, or access other additional supports. The approval of the new schedule will enable the flexibility necessary for Norwood High to offer the student “choice and voice” it desires.

In terms of professional development for staff, Norwood High School is in the process of implementing sustainable common planning time (CPT) and meaningful professional development for teachers, yielding an eventual trickle-down effect for students. In the hybrid model, Norwood High has provided CPT for teachers, but

they recognize the challenge of maintaining common planning time within a high school schedule. The scheduling committee had been, before the pandemic, examining ways to integrate CPT for teachers. While they acknowledge that it is challenging to create a common planning block for an entire department, the proposed schedule includes a professional learning community (PLC) model for common planning that the students' WIN block will offset next year. District administrators report that maintaining CPT is a priority for the future. Teachers overwhelmingly report the value of the time provided in the hybrid model for co-planning with departments and collaborative reflection. The administration mutually seems to place a high value on maintaining time for collaboration. Although teachers explain that colleagues voluntarily seek one another out for common planning, all stakeholders seem to place a high value on adding structured, dedicated CPT to the Norwood High School schedule. All stakeholders are hopeful that the newly proposed schedule will be approved and implemented next year.

Since 2018, Norwood High has used time and financial resources for strategic professional development (PD) for staff and leaders that focus on the inclusive, research-based practices that will bring life to the PONG. The PD includes the following: a partnership with the Anti-Defamation League (ADL), Universal Design for Learning training for the high school and middle school, a partnership with World Savvy involving both teachers and students, and Restorative Justice PD for administrators. All of these PD opportunities demonstrate Norwood High School's commitment to creating an inclusive high school culture and learning experience for all students. Moreover, as these are long-term PD commitments, it demonstrates the fact that Norwood High School seeks to make transformational, long-term improvements to its practices. The Anti-Defamation League (ADL) provides professional development in the areas of diversity, equity, and inclusion, and teachers report that the ADL PD "World of Difference had made a difference. Second, Norwood High School and the Coakley Middle School have participated in two professional development sessions focused on Universal Design for Learning (UDL) with Katie Novak. The UDL concepts are now listed in the PONG documents. Third, the partnership with World Savvy focuses on global competency and project-based learning, which has also been noted in the PONG documents. NHS identified twenty-three teachers to serve as "early adopters" to implement the learned practices and train additional educators in the World Savvy program.

Together, all of the PD work: ADL, continued work with World Savvy, and UDL unifies under Norwood High School's commitment to celebrating diversity, ensuring equity, and improving inclusion. This common thread was a strategic and purposeful part of the PD plan, connecting with Norwood's mission statement and values. Students report that the values and messages behind all of this PD are already reaching them in the classroom. Faculty commented that this had been a "nice blend" of PD, focusing on impact in the classroom and on the students. The PD additionally aligns closely with Norwood High School's school improvement plan and the Norwood Public Schools' strategic plan. The school plans for these partnerships to remain in place over the course of several years. Norwood High School wants to give these partnerships time to develop and give the teachers and students the time they really require to implement these ideas to the best of their abilities.

The cultural response training from the Highland Institute was reported as very positive and helpful by administrators. The administration is clearly committed to creating a safe, supportive, and respectful environment for all Norwood High School students. Parents, students, and administrators speak to its effective implementation and that of the other PD at Norwood High. Parents overwhelmingly praised the amount of support, care, and respect that administrators show to students, tenets of Restorative Justice practices, and reflective of the PONG.

Instructionally, Norwood High School implemented instructional rounds during the 2019-2020 school year as part of a districtwide leadership initiative. School leaders reported the rounds as beneficial as groups of leaders from different disciplines walked through classrooms looking for particular practices. One school leader discussed looking for writing in the classrooms during her rounds, and she said the experience was “compelling.” School and district leaders express the intention of returning to instructional rounds next year. Some teachers expressed interest in being part of the instructional rounds process. While they reported the common practice of colleagues inviting other colleagues to view their lessons, the practice is done informally and coordinated by the individuals. Some teachers desire a more structured opportunity to visit classes on learning walks. Many parties discussed the desire of teachers to collaborate and share their practices. They cited the current practice of showcasing teachers' work during staff meetings this year as very well received and said that some teachers create impromptu professional development by running Google Meets to share best practices. All of this speaks to a culture of collaboration among the educators of Norwood High School and a mutual desire to enrich opportunities for collaboration further.

Recommended Next Steps

Refine the PONG, utilizing UDL, PBL, and resources from ADL, and embed it into the curriculum as a method of collecting and curating student work

Plan to return to instructional rounds in the years to come and consider more deliberate methods for encouraging teachers to be involved in rounds or classroom visits in the future

Continue to emphasize and embed the PONG in student culture

Prioritize co-planning time and opportunity between the special education department and the other departments

Sources of Evidence

- central office personnel
- classroom observations
- community members
- department leaders
- parents
- priority area meetings
- priority area observations
- school board
- school leadership
- school summary report
- student work
- student-led conferences
- students
- teacher interview
- teachers

Part 3 - Reflection on Student Learning

Reflection on Student Learning

Instructional practices are being implemented to meet the learning needs of each student. Many teachers have implemented differentiated instructional practices such as guided notes. The increased use of technology in the classroom, especially this year, has allowed teachers to use various digital instructional tools such as Kami and PearDeck. Informal check-ins with students are frequent. For example, a math teacher used the poll feature in Google Meets to gauge how a lesson was going and adjust to ensure student understanding. Students state that many teachers use the breakout rooms feature in Google Meet during classes to review material. An engineering class was observed using breakout rooms to work on a group project involving robotics and coding. The remote students could have quiet time to work together while still allowing the teacher to check in as needed. Co-teaching is used in some classes, but there is a lack of consistency in how these co-taught classes are structured. For example, one class has three teachers circling the room, offering help to each student, and the model does not seem to flow as smoothly as a well-developed program as demonstrated in other classes. In contrast, another one clearly had the subject teacher delivering content, with the special education teacher there to assist. Norwood High School offers many courses, including electives, ranging from standard to Advanced Placement, providing many learners with access to rigorous learning opportunities. Students state that they feel all of their teachers care about their success and will always meet with students who need additional support, especially during the school's What I Need (WIN) block. Students also state that the guidance counselors are easy to talk to and connect with and act as the bridge between students and teachers should the need arise. Teachers state that with the development of the hybrid schedule this year, they have more common planning time to collaborate on instructional strategies; however, it was noted that the special education teachers need to be included more in this area.

Students at Norwood High School are sometimes active learners who have some opportunities to lead their own learning. The increased use of technology in the classroom, especially this year, has allowed students to choose their own medium of showcasing their learning. For example, a science teacher allows students to format their assignment as a short story, a poem, a video, or a news broadcast. Students state that they have many opportunities to be active learners in student council, World of Difference, World Savvy, Global Citizens, and Healthcare Innovations. Some of these activities provide students the opportunity for field trips and learning outside of school. There is also a wide variety of co-curricular activities, including athletics, which give students opportunities after school and over the summer to be active learners. Both students and teachers have expressed concern about the lack of flexibility in the schedule to take advantage of these opportunities. In the past, ninth and tenth-grade students were only able to take one elective; however, that issue has been addressed, and in the future, underclassmen will be able to fit two elective courses in their schedules. The scheduling committee is working to address other issues such as opportunities for internships like the School to Work program and participating in the dual-enrollment program.

Learners at Norwood High School engage in inquiry, problem-solving, and higher-order thinking skills in many classes. It is most apparent in science classes where they employ the scientific method regularly. Teachers state that there are many opportunities for students to use their skills in real-world situations, such as the Global Citizens Program, where students make connections with students in other countries to practice their foreign language skills and earn a Seal of Biliteracy. Students in an engineering class use higher-order thinking and problem-solving skills to build and program a Mars Rover-like robot. Teachers report that they have always been encouraged to develop more project-based learning in both major academics as well as elective courses. Students in the World of Difference program have created a website to share their work, and student groups update it regularly. In one class, a teacher stated that they occasionally invite guest speakers into their classes, and students then create inquiry-based projects, which lead to a deeper understanding of how the curriculum connects to the world outside of school, as well as allowing them to be creative while strengthening their skills in both analysis and relationship building.

Learners at Norwood High School demonstrate their learning through various formal and informal assessment strategies that help inform instruction across classrooms and the curriculum. While traditional assessment forms

such as quizzes and tests, presentations, and papers are used, the move toward more project-based learning and assessments is clear. An AP Spanish class asks students to develop advertising slogans in the target language using technology. Teachers regularly check for understanding by posing recall and comprehension questions and dip-sticking in myriad other ways. A math teacher reminds students to justify their answers. In contrast, a Latin teacher asks specific questions to guide students to restate their answers, making sure their language translation is relevant to how we speak in everyday English. Students and teachers at NHS believe that more authentic learning experiences through project-based learning will increase student achievement and learning. Norwood High School explores this by being an early adopter in the Innovation Pathways Program and offering staff professional development opportunities. World Savvy is regularly referenced as a program that provided students opportunities to demonstrate global citizenship and competencies.

Students at Norwood High School have multiple opportunities to demonstrate their learning, receive corrective feedback, and use this feedback in multiple and meaningful ways to support their learning. In a Social Justice class, students have multiple and varied opportunities to demonstrate their learning. Students are given a choice of projects to complete, such as conveying their knowledge in biology class in the form of a short story, poem, or video; or more generally, with the increase in technology and the 1:1 Chromebook initiative, students can use a variety of mediums to share what they have learned. In programs and classes where students receive academic support, students receive ongoing and corrective feedback on assignments to support their learning. Teachers complete formative assessments through classroom observations to meet students' needs. Conversations, informal assessments, and observations were all cited as opportunities for students to meet their goals. Students in physical education classes have multiple opportunities to demonstrate their learning and skill development through real-time corrective feedback. Students can use this feedback to improve their development.

Students at Norwood High School use technology across all curricular areas to support, enhance, and demonstrate their learning. As a result of the COVID-19 pandemic and hybrid schedules, Norwood High School students have been using streaming technology to continue their academic learning. Teachers and students had myriad examples of how they are using technology, including expanded student choice in demonstrating their learning. In freshman biology classes, students are using simulations and online labs to explore concepts and perform what would have been traditional labs in the classroom setting. Technology tools such as Jamboard, Screencastify, Kami, and the suite of Google Classroom options are employed to provide teachers alternative ways to engage students and demonstrate their learning in non-traditional ways. Students in the fine, applied, and performing arts can use technology to present and perform original works and respond to and make connections with others. Teachers across multiple disciplines felt technology gave students greater "voice and choice" for demonstrating their learning. They also felt there were greater opportunities among staff for cross-curricular collaborations. For example, in a social studies class where students were studying poverty in Latin America and its impact on immigration, they were tasked to create an Instagram post to share their findings.

Part 4 - Capacity for Continuous Growth as a Learning Organization

Conceptual Understanding

Norwood high school has worked over the last two and a half years to collect information from stakeholders of their educational community to develop the vision of the graduate. The school has developed and begun implementation of a shared understanding of what optimal or effective learning looks like in the school. This vision incorporates the core values and core learning competencies of collaboration, communication, creativity, and critical thinking, focusing on problem-solving. The school has diligently worked in a collaborative approach on this structure with supporting resources to support their vision of the graduate. The school has also worked with the community to propose, plan, and develop a new master schedule scheduled to be presented to the school committee on March 10, 2021, for eventual acknowledgment and approval. The new master schedule has been designed to encourage a shared understanding of what optimal or effective learning looks like by including a schedule that allows teachers and students to maximize their experience while teaching and learning at Norwood High School.

Commitment

The school demonstrates a strong commitment to its vision of the graduate and the Standards for Accreditation. The vision of the graduate, highlighted by the 5Cs, is being introduced into teacher observations, walkthroughs, reflections, and teacher evaluations. The concept of a growth mindset is a key component of the vision of the graduate, and the Portrait of the Norwood Graduate (PONG) documents support this growth model by outlining different levels of proficiency and mastery for indicators of the 5Cs.

Although the vision of the graduate is a new feature of Norwood High School, the school community is committed to its success. The school has not had the opportunity to truly "test drive" all the framework features. The school faculty and administration believe that they are a year away from realizing their full potential in this area. The pandemic has stunted this model's growth and effectiveness. The school community is anxious to continue its implementation once schools begin to function in a full capacity realm.

The school community has been committed to aligning the Standards for Accreditation, including full support and complete cooperation from the central office and the school committee throughout the entire process. A consistent theme of what is best for the students to maximize their potential was prevalent during the visit. This thematic observation is supported by the impression that communication is at the core of this positive trait.

Staff, students, and administrators are aware of what is expected in terms of the newly defined vision of the graduate. Students and staff can identify the 5Cs and can discuss why they are important. Teachers are making efforts to incorporate the vision of the graduate into student learning by documenting the 5Cs both formally and informally. Through the school's teacher observations, evaluations, curriculum revision, and walkthroughs, staff members demonstrate an increased commitment to the vision of the graduate.

Competency

As demonstrated in the Collaborative Conference recommendations, Norwood High School staff has a strong understanding of the Principles of Effective Practice and a willingness to do the work necessary to align with them. The Norwood community is dedicated to supporting the school's needs to address the priority areas for growth, as demonstrated by the successful operational override, which resulted in the school's ability to hire 4.0 additional staff members and maintain co-curricular options for students. Students, parents, teachers, administrators, and the school committee have all been supportive of the priority areas for growth identified to help move the school toward better alignments with the Standards. The community is well informed and

supportive of the work undertaken by Norwood High School in developing their Portrait of a Norwood Graduate (PONG). The school's staff and district administrators understand the changes necessary to implement structures, including a new schedule that fully supports effective instruction that meets all students' needs. The staff and administration acknowledge the programmatic and structural changes necessary to address their disproportionate number of students identified as special needs.

Norwood High School faculty and administrators demonstrate the skills and dispositions necessary to help students achieve their Portrait of a Norwood Graduate. There is a need to take the next steps across their learning community to continue building a common knowledge base about how to best help students achieve the competencies outlined in the Portrait of a Norwood High School Graduate. The newly instituted collaboration time afforded by this year's hybrid schedule and the proposed new master schedule for next year will assist with this development. The faculty should continue to use this time to engage in professional conversations about optimal and effective learning for all students to achieve the 5Cs outlined in the PONG. As teachers will continue to have more formalized collaboration time, building a framework to ensure effective use of time will be key to establishing competency in this area. Once the new schedule is in place, staff and administrators will want to monitor the efficacy of this collaboration time and how it might be extended across disciplines, particularly with special education.

The school is developing and implementing ways to measure the 5Cs across disciplines that constitute the Profile of a Norwood Graduate and align with the curriculum. This work is being done at grade levels to determine proficiency across disciplines. As the school continues its professional work with several new initiatives including a new schedule, project-based learning, learning walks, PLCs, and social awareness, the faculty and staff would benefit from additional professional learning time and development opportunities to discuss desired learner outcomes.

Capacity

Since the Collaborative Conference in 2018, Norwood High School has made a concerted effort to make time and dedicate resources to support their identified priorities. The Norwood School Committee, the superintendent of schools, the administrations and all schools in town, teachers, students, and parents have all worked together to make significant progress on the identified priorities in a true community-wide effort.

The process of developing the Portrait of the Norwood Graduate (PONG) was truly a district-wide and community-wide effort that received the full support of and resources from all of the stakeholders mentioned above. Supported by the school committee and the superintendent of schools, administrators, teachers, and students from the elementary schools, the middle school, and Norwood High School all participated in developing the Portrait of the Norwood Graduate. This initiative received the genuine support of the stakeholders and the support of parents at all levels and the community. The hope is that the values contained in the Portrait of the Norwood Graduate will be inculcated in the minds and hearts of students at all levels and, thus, create a positive culture throughout the entire district based on those values. The Portrait of the Norwood Graduate envelops and embraces the 5Cs and the 4As, and is fully aligned with the Norwood High School improvement plan.

The same level of support and commitment went into Norwood High School's initiative to take collective responsibility for every student's intellectual, physical, social, and emotional well-being at Norwood High School. Once again, with the school committee's support, the superintendent, and the community at large, the administration at Norwood High School embarked on a plan to make sure that every student is known, valued, and connected to the school community. Several programs were initiated to achieve this goal including career innovation pathways, a focus on restorative practices as it relates to student affairs and discipline, a focus on social justice and diversity, equity, and inclusion within the school community, and the creation of a more personalized schedule for students.

At the time of the Collaborative Conference, there was significant angst on the part of the administration and faculty regarding possible budgetary shortfalls and the effect such shortfalls might have on the Norwood Public Schools in general and Norwood High School in particular. Students and their parents were equally wary in this

regard. Students, teachers, parents, and the administration alike were concerned about the lack of choice on the part of students when it came to accessing the Norwood High School Program of Studies. Simultaneously, the faculty at Norwood High School was frustrated with professional development opportunities and a lack of common planning time. These issues were identified and highlighted at the time of the Collaborative Conference and were made the subject of a clearly identified priority area.

In much the same manner as the community supported the development of the Portrait of the Norwood Graduate, the Norwood School Committee, the administration at Norwood High School, and especially the Town of Norwood, acknowledged the budgetary difficulties facing the Norwood Public Schools generally and Norwood High School particularly. In the spring of 2019, the town of Norwood passed a \$5.95 million operational override to address the potential budgetary crisis facing the Norwood Public Schools. This support and dedication of resources on the part of the residents of the Town of Norwood were instrumental in resolving the concerns of students, parents, and the administration at Norwood High School. The additional 4.0 FTE at Norwood High School, which this override facilitated, allowed the administration at Norwood High School to address the priority areas for growth as well as allowed the administration to address teachers' concerns with respect to professional development opportunities and common planning time.

Additional Information

Additional Information

Standard 1 Principle 2

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Implementing

Explanation from the school

See Priority Area 1

Standard 1 Principle 4

School's rating in the Self-Reflection report: Initiating

School's rating in the Summary Report: Developing

Explanation from the school

See Priority Area 3

Standard 2 Principle 1

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the school

See Priority Area 1. We continue to work on strengthening our process of communicating feedback to students and families on progress of achieving PONG.

Standard 2 Principle 3

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the school

This year's hybrid schedule is an effective vehicle for ensuring depth over breadth of knowledge. We plan on capitalizing on and moving forward with these gains when we return to our more traditional schedule next year.

Standard 2 Principle 9

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the school

Our learners' use of technology to support, enhance, and demonstrate their learning was fortunately already in

place, allowing effective hybrid learning this year.

Standard 3 Principle 1

School's rating in the Self-Reflection report:

Developing

School's rating in the Summary Report:

Implementing

Explanation from the school

See Priority Area 1. Our work over the last 2 1/2 years creating and implementing a Portrait of a Norwood Graduate included all stakeholders and strengthened the knowledge of and alignment between the NHS growth plan and the NPS improvement plan.

Standard 4 Principle 5

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the school

With the addition of a 1.0 ELL position, all ELLs and students with special needs and 504s receive appropriate programs and services that support their learning from certified personnel.

Standard 5 Principle 2

School's rating in the Self-Reflection report:

Developing

School's rating in the Summary Report:

Implementing

Explanation from the school

See Priority Area 3

Standard 5 Principle 3

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the school

See Priority Area 3, taking particular note of the 2019 operational override.

Standard 5 Principle 5

School's rating in the Self-Reflection report: Developing

School's rating in the Summary Report: Implementing

Explanation from the school

With the addition of a full-time school resource officer, the school strengthened its infrastructure and protocols to ensure effective responses in crisis situations.

Commendations

Commendation

The continued commitment of the leadership team to promote an inclusive school culture that is focused on diversity and equity

Commendation

The alignment of the strategic plan, district improvement plan and the school improvement plan and goals

Commendation

The culture and trust cultivated by the administration to enhance the relationships with faculty, staff, students, and community

Commendation

The marriage of Norwood's 4As goal complemented by the 5Cs core values has created cohesion within the school community

Commendation

The embedding of the newly crafted Portrait of the Norwood Graduation (PONG) into the school culture that has been supported by all stakeholder

Commendation

The commitment to bolster and support the co-curricular activities in arts and athletics with the spring 2019 override, supported by the Norwood community

Commendation

The commitment to providing sustained, research-based, thematically organized professional development that reflects the values of the school and the Portrait of a Norwood Graduate

Commendation

The maintenance, cleanliness, and safety of the school building and grounds

FOLLOW-UP RESPONSIBILITIES

This Initial/Decennial Accreditation Report of the Visiting Team reflects the findings of the school's Summary Report and those of the visiting team. It provides a blueprint for the faculty, administrators, and other officials to use to improve the quality of programs and services for the students in this school. The faculty, school board, and superintendent should be apprised by the building administrators yearly of progress made in aligning with the Standards for Accreditation.

A school's initial/continued Accreditation is based on satisfactory progress implementing the school's improvement/growth plan based on the Priority Areas validated by the visiting team and recommendations identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle.

To monitor the school's progress, the Commission requires that the principal submit a First Report of Progress and Planning and routine Three- and Six-Year Reports of Progress and Planning describing the school's progress implementing the Priority Areas as well as submitting an updated improvement/growth plan. The Commission may request additional Special Progress Reports if one or more of the Standards or Priority Areas for Growth are not being met in a satisfactory manner, if additional information is needed on matters relating to the school's alignment with the Standards for Accreditation, or substantive changes occur in the school.

To ensure that it has current information about the school, the Commission has an established Substantive Change Policy requiring that principals of member schools report to the Commission within sixty days of occurrence any substantive change which impacts the school's alignment with the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself and detail the impacts the change has had on the school's ability to meet the Standards for Accreditation. The Commission's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Reports on Progress and Planning and/or the Annual Information Report (AIR) which is required of each member school to ensure that the Commission office has current statistical data on the school.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school community completed a Self-Reflection that clearly identified the school's strengths and areas of need, hosted a Collaborative Conference, developed an improvement/growth plan, and completed a Summary Report. The time and effort dedicated to the Accreditation process, school improvement/growth, the Summary Report, and the preparation for the visit ensured a successful Initial/Decennial Accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Commission on Public Schools

Principals of member schools must report to the Commission within sixty days of occurrence any substantive change in the school which has an impact on the school's ability to meet any of the Commission's Standards for Accreditation. The Report of Substantive Change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Dr. Gary Maestas - Plymouth Public Schools

Assistant Chair: Dr. John Buckey - Marblehead Public Schools

Team Members

Tara Blake - Hingham High School

Patricia Casey - Marshfield High School

Erik J. Champy - Triton High School

Andrea Gennaro - Falmouth High School

Mr. Peter Gubellini - Ayer Shirley Regional High School

Nicole Kromer - Lincoln-Sudbury Regional High School