

Quincy Public Schools
North Quincy High School
Improvement Plan
2022 - 2023



Daniel V. Gilbert, Principal
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Assistant Principals

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I. Principal's Path

Dear Members of the Quincy School Committee,

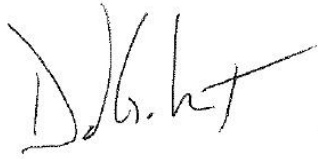
It is with great pride and pleasure that we present the North Quincy High School School Improvement Plan for the 2022-2023 school year. At North Quincy High, we are committed to educating the whole child. It is imperative that our students receive high quality instruction, rigorous academic standards and individualized instruction in order to become College and Career Ready. But, it is equally important that we cultivate and develop within our students the moral and ethical values which will enable them to be successful members of a democratic society and an integral part of the North Quincy High School community. It is in a culture of tolerance, respect, inclusiveness and compassion that we push our students' academic achievement, creativity, problem solving, and to be constantly striving toward excellence in all endeavors. It is our mission to provide a balanced education in which we meet the academic and personal needs of all of our students. Therefore, it is with this mission in mind that North Quincy's School Improvement Plan was created.

Over the course of 2022-2023, North Quincy High will continue engaging students and families and support their academic needs but also build a more inclusive community. We will continue to increase both teacher collaboration and instructional capacity in order to improve the academic progress of every student as well as engage our community in a more effective manner. Now more than ever, our students also need support in their social emotional development. We will continue to address our students' social emotional learning through a number of initiatives focusing on all of our students. At the same time, our focus remains on effective instruction, student assessment and working hard to ensure that the curriculum we deliver to our students is aligned across each department.. As we continue the use of the Massachusetts Curriculum Frameworks, it is imperative that we align our curriculum, assessments and instructional strategies to reflect the rigor, which will be required of students to become College and Career Ready. As we fully commit to these expectations, it is essential that all aspects of our academic program, from lesson planning to the creation of assessments, reflect these changes. We also fully understand the importance of

engaging our families and communities. Over the course of this year, North Quincy High School will offer several community events to accomplish this. It is with these elements in mind that the goals, action steps and professional development for the 2022-2023 school year were created. At North Quincy High School, we accept this challenge and will work tirelessly to meet the increased demand and expectations.

I am extremely proud and honored to be the Principal of North Quincy High School. I am excited to be working with a dedicated and talented staff whose first priority is our students. I am equally thrilled to be working with students and families who are committed each day to try a little bit harder and to learn a little bit more. Thank you for your time and consideration of North Quincy's School Improvement Plan. Your comments and feedback are most welcome.

Sincerely,

A handwritten signature in black ink, appearing to read "D.V. Gilbert". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Daniel V. Gilbert

A. Data Reflection

Similar to statewide trends, we saw a dip in our overall MCAS scores in comparison to our 2019 data. However, there is a great deal to celebrate in looking at all of our data. In looking at our Accountability Data for the 2022 school year NQHS school accountability percentile was seventy-three. This means that our overall data placed NQHS above seventy-two percent of high schools in Massachusetts. Our High Needs subgroup percentile was ninety-three (better than ninety-two percent of high schools in Massachusetts), Low Income subgroup was ninety-seven (better than ninety-six percent of high schools in Massachusetts) and our EL and Former EL subgroup was ninety-three (better than ninety-two percent of high schools in Massachusetts). On the ELA MCAS, seventy percent of our students scored in the Exceeding and Meeting Expectations category as compared to fifty-eight percent state-wide. Twenty-six percent of our students scored in the Partially Meeting Expectations category and five percent scored in the Not Meeting Expectations category. Twenty-six percent of our students scored in the Exceeding Expectations category as compared to eleven percent state-wide. Three of our subgroups outperformed the 2019 scores on the 2022 Math MCAS. Our Low income subgroup made a .2 point increase. Our Special Education subgroup made a .5 point increase and our Asian subgroup improved .8 points. On the Science MCAS, seventy-seven percent of our students scored in the Exceeding or Meeting Expectations category as compared to the state average which was sixty-two percent.

Student Growth Percentile for all students on the ELA test was 47.5. This is below the state average and needs to be improved upon. Two of our subgroups SGP was higher than the state average of 50. Both our EL and Former EL and our Students with Disabilities subgroups outperformed the state with a SGP of 52.5 and 52.2 respectively. SGP for all students on the Math MCAS was 55.8, which is above the state average. Our EL and Former EL subgroup and our Asian subgroup demonstrated high growth with SGP's of 66.1 and 66.4 respectively. Our High Needs subgroup (SGP 58.4), Low Income subgroup (SGP 59.4) and our Students with Disabilities subgroup (SGP 53.8) all exceeded the state average.

B. Goals Reflection

Our English Department Goal was *during the 2021-2022 school year, students in English classes will demonstrate an increased ability to read and comprehend complex literary and informational texts independently and proficiently, as measured by a 2% increase on the Reading Anchor Standard: Key Ideas and Details on the spring 2022 ELA MCAS (from a base of 78% in 2021)*. Unfortunately, we did not meet this goal as our scores remained the same on this particular standard at seventy eight percent. Although we did not meet this goal, we are encouraged by our overall scores within the Reading Domain as our scores increase one percent from the previous MCAS administration.

Our Math Department Goal was *on the Next Generation MCAS, students will achieve growth as demonstrated by a proficiency rating of at least 10% higher than the state average on student achievement*. This goal was achieved as we saw as the state average in Exceeding and Meeting Expectations was fifty percent as compared to North Quincy High School's score of sixty-four percent. This is very encouraging data and as a result we hope to continue with the 2023 MCAS administration.

Our Science Department Goal was *the Science Department will show evidence of improvement by a 4% increase of students earning scores of proficient and advanced (from the 2019 base of 78%) on the grade 10 Biology MCAS, as evidenced by the Spring 2022 Biology MCAS Results Report (PE305)*. On the Science MCAS seventy-seven percent of our students scored in the Advanced and Proficient categories resulting in NQHS not achieving this goal. However, considering the disruption due to Covid-19, we hope that next year we will see an increase as we have in the past.

This past year, each department created a social-emotional learning goal each of which focused on creating a sense of belonging for all students. As indicated in our VOCAL Data, North Quincy High School was able to accomplish this sense of belonging. We will continue to build upon our culture and climate this year and look forward to engaging every student and making sure not only their academic needs are met but also their social emotional learning needs as well.

C. VOCAL Reflection

Our VOCAL data from the 2022 MCAS is very encouraging. It is clear from our students' feedback that our community consistently supports student's well-being, a sense of belonging, a safe and academic environment as well as in many other positive ways. Although the VOCAL data is a great resource for assessing our community and climate, we would like to expand upon this and create a survey that we can administer to all of our students. Our Culture and Climate Team will be working to realize this over the course of this school year. We feel strongly that every student's voice should be heard in this way, not only those students who are taking the MCAS. The strength of our school is our students and we will continue to be dedicated to making sure all of our students' needs are met.

II. School Improvement Plan

A. Goal Statements and Action Steps

English Department Goal: During the 2022-2023 school year, all students in ELA classes will demonstrate an increased ability to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of two different texts relate to each other and to the whole, as measured by a 5% increase (from a base of 54% in 2022) on the Reading Standards for Informational Text: Craft & Structure on the spring 2023 ELA MCAS Results by Standards Report [CU306].

Action Steps/Monitoring Plan

Step	Strategies/Activities	Timeline	Sources of Evidence	Team/ Person Responsible
1	Analyze related data and test questions from past tests to work with a variety of examples that address Informational Text: Craft & Structure.	Professional Development meetings for the 2022-2023 School Year	MCAS data analysis, teacher resources, departmental discussion, meeting agenda notes.	English Department, Department Head
2	Identify readings that provide opportunities to analyze two different texts; create, prepare and implement lessons that focus on improving 9 th - 12 th grade students' ability to analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of two different texts relate to each other and to the whole.	Professional Development meetings for the 2022-2023 School Year and within classroom instruction.	Lesson plans, scoring results, student work, rubrics, departmental discussions and meeting notes.	English Department, Department Head
3	Review and evaluate strategies used during the year.	April 2023 Department PD Meeting	Meeting agenda notes	English Department, Department Head

Math Department Goal: During the 2022-2023 school year, Math students will increase the percentage of students scoring in the Meeting Expectations and Exceeding Expectations category as compared to the State Average by at least 10%, as measured by the spring 2023 Results by Achievement Level MCAS Report [PE303].

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1	Analyze MCAS data specific to their 2021-2022 classes and identify areas of concern.	October - December	Edwin Analytics Classroom Analysis Printouts	2022-2023 sophomore teachers
2	Create targeted lessons and assess areas of concern found in the 2021-2022 data.	November - April	Lesson Plans and/or Assessments	2022-2023 sophomore teachers
3	Provide and familiarize students with the MCAS Reference Sheet	February	MCAS approved reference sheets	2022-2023 sophomore teachers
4	Use the Grade 8 and Grade 10 MCAS practice test through TestNav	February - May	Student results on practice tests	All grade 9 and grade 10 teachers
5	Incorporate lessons in Algebra covering the new curriculum that will be assessed: <ul style="list-style-type: none"> ● Rational Exponents ● Square/Cube roots ● Linear/Quad/Exp functions ● Statistics/Prob (Simple and Compound events) ● Function notation 	January - June	Lessons, student work, assessments	Algebra 1 teachers
6	Incorporate lessons in Geometry covering the new curriculum that will be assessed: <ul style="list-style-type: none"> ● Trig Ratios ● Square/Cube roots ● Equation of Circles ● Statistics/Prob (histograms, box and whisker, stem and leaf) ● Function notation 	October-May	Lessons, student work, assessments	Geometry teachers

Science Department Goal: The Science department will show improvement in student performance on MCAS Open Response Questions. This improvement will be demonstrated by increasing average MCAS Open Response Question scores above 2 points by 5% (from a base of 50% in 2022 to 55% in 2023). Evidence of year-end progress will be reported in the spring 2023 MCAS Test Item Analysis Report.

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/ Person Responsible
1	<p>Data analysis: goal setting</p> <p>Review 2022 Biology MCAS results</p> <p>Analyze and discuss results for all students and subgroups, with particular focus Open Response Questions</p>	<p>September 2022</p> <p>October 2022</p>	<p>Edwin Analytics Report and Meeting Notes</p> <p>Edwin Analytics Report and Meeting Notes</p>	<p>Science Team</p> <p>Science Team</p>
2	<p>Ongoing planning & instruction</p> <p>Modeling short answer questions to include in each unit</p> <p>Developing resources based on the new NG MCAS test format</p> <p>Inspire Chemistry Instructional Resources and assessment programs</p> <p>Include short answer questions on all unit tests</p> <p>Use technology to create/model/express scientific knowledge</p> <p>Continue using the CER (Claims, Evidence,</p>	<p>School year 2022-2023</p>	<p>Lesson plans and DESE exemplars</p> <p>Online Resources/ Miller and Levine and Pearson Mastering Biology Instructional Materials/CER</p> <p>Online Resources/ Assessments/Lab Reports/ CER</p> <p>Assessments</p> <p>Online resources/ PHET labs/ Google Classroom</p> <p>Lesson plans and completed student work</p>	<p>Science Team</p> <p>Biology Team</p> <p>Chemistry Team</p> <p>Science Team</p> <p>Science Team</p> <p>Science Team</p>

	Reasoning) scientific writing model to strengthen students critical thinking Incorporate Sentence Frames and scaffolding tools for open responses in assessments		Lesson Plans and Assessments	Science Team
3	Professional development Scientific Writing Workshop NSTA - Scientific Literature/ Scientific Argumentation Resources EL and Special Education Professional Development	School year 2022-2023	Meeting Agenda and Notes Meeting Agenda and Notes/NSTA Resources Meeting Agenda and Notes	Science Team Science Team EL and Special Education Departments
4	Data review: progress check Formative and Summative Assessments MCAS Practice Test MCAS Scores	End of school year 2023 Spring 2023 End of school year 2023	Assessment Scores Assessment Scores Edwin Analytics	Science Team Biology Team Science Teachers

EL Department Goal: During the 2022-23 school year, 70% of year over year EL students will demonstrate an increased ability to read and comprehend literary and informational text independently and efficiently as measured by a 0.5% level increase on the 2023 ACCESS Reading Comprehension domain. Additionally, 70% of year over year EL students will demonstrate an increase in their Speaking Domain score on the 2023 ACCESS test from their 2022 ACCESS score.

Action Steps/Monitoring Plan

Step	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline
1	Common Placement Test Integrate EDGE Curriculum across levels	Edge Assessment Test	EL Department Members	September 14, 2022
2	ACCESS Score Analysis	Analyze ACCESS scores for evidence of learning loss	EL Department Members	September 2022
3	Make preliminary list of students in classes likely to be on SSPs based on ACCESS scores	Analysis of ACCESS Scores	EL Department Members	September-October 2022
4	Professional Development for use of WIDA 2020 Language Features Standards.	Agenda from monthly department PD sessions during long block	EL Department Members	Once a month Day 2 Long Block beginning October 31, 2022
5	Align New WIDA Standards to lessons and units	Unit and Lesson Plans	EL Department Members	Ongoing
6	Student Success Plans Analysis and Design	Write Student Success Plan (SSP) for identified EL learners. Analysis of previous year's SSP members.	EL Department Members	October 2022

7	Strategies will be shared during departmental meeting	PD agenda	EL Department Members	November 2022
8	All EL teachers will use an agreed upon speaking rubric during terms 2-4 to assess students' spoken academic English. All EL teachers will design and teach a lesson focused on oral proficiency.	Lesson plans Student assessment Modified WIDA Speaking Rubric	EL Department Members	November - May 2022-2023
9	Collection and Review of SSP evidence and target score goals.	2023 ACCESS Scores Teacher collection of student work as evidence of instruction towards learning goals.	EL Department Members	May/June 2023

CVTE Department Goal: During the 2022-2023 school year all students in the CVTE department will complete a module regarding College and Career readiness. The students will learn *Keys to Your Future* by practicing goal setting, study skills, organization, prioritization, and time management. This will help students be more empowered when making decisions about their future whether preparing for higher-education or embarking on a career. 80% or more of CVTE students will receive a certificate of completion at the end of the lesson.

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1	CVTE Staff will be given a link to the module.	Oct 1, 2022	Copy of email to staff	Dept. Chair
2	CVTE Staff will create a profile in Everfi and then create a class for the <i>Keys to Your Future</i> module.	Oct 29, 2022	Staff will send a copy of their class code to Dept. Chair	CVTE Staff
3	CVTE Staff will give overview of the module to their classes.	Mar 15, 2023	Copy of class objectives	CVTE Staff
4	CVTE Staff will meet with and discuss progress/updates.	Apr 12, 2023	Copy of meeting agenda/notes	CVTE Staff
5	CVTE Staff will have assigned all of their classes the module and 80% or more of the students in class will receive a certificate of completion.	May 12, 2023	Copy of excel sheets exported from Everfi showing the students grades and completion status	CVTE Staff
6	CVTE Staff will send the excel sheet showing the completion data to the Department Chair	May 19, 2023	Copy of excel sheets for each class	Dept. Chair

Social Studies Department Goal: During the 2022-2023 school year, all students in the NQHS Social Studies classes will prepare to be informed and engaged citizens by engaging in multiple “action civics” experiences. This initiative will address the loss of many of these opportunities during the COVID-19 pandemic and align to the DESE Civics Learning guidance around such experiences. 90% of students will complete activities and students will provide evidence of completed activities at the mid-year term in January and at the end of the final term in June.

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1.	In grade level teams, social studies teachers will collaborate to create a menu of activities for each grade level. Every effort will be made to include a wide variety of experiences to address multiple learning modalities and meet individual student needs.	September and October	Dept. meeting notes, completed materials	All social studies teachers
2.	Department head will collate and copy lists, teachers will distribute and explain to students. This step will include a pre-assessment reflection for students. Department head will communicate expectations to parents.	November	Student handouts, parent letters	Social Studies department head and teachers
3.	Teachers will check student progress and provide feedback.	Ongoing	Teachers’ notes, ASPEN gradebook	All social studies teachers

4.	Students will turn in evidence of completed checklist activities to include a reflection of their experiences. Teachers will assign a completion grade.	4th Term	Completed student work, Aspen gradebook	All social studies teachers
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World Language Department Goal: Students will demonstrate increased ability in the interpretive and interpersonal modes of communication. The target proficiency level progresses as students continue their language study. This ability will be demonstrated by 80% of students obtaining a targeted proficiency level on a summative assessment during the last quarter of the year using the ACFTL/MA frameworks as a guide.

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1.	<p>Data Analysis: goal setting</p> <p>Gather textual and audio resources in the target language for all levels of language learners</p> <p>Generate interpretive and interpersonal assessments for all levels of language learners that increase in complexity as the year progresses.</p>	September 2022- June 2023	<p>Textbooks, readers informational texts, news reports, magazines, internet, YouTube, videos, etc.</p> <p>Formal and informal assessments in reading, viewing, listening and speaking skills across a variety of genres, cultures and communities.</p>	All department members
2.	<p>Data review: Progress check</p> <p>Compile data from each class that shows growth from one assessment to the next in the context of interpretation and interpersonal communication modes.</p>	September 2022-June 2023	Quarterly/semester grades for interpretive and interpersonal communication.	Individual teachers

<p>3.</p>	<p>Ongoing planning & instruction Regular implementation of rubrics aligned with MA frameworks to assess interpretive and interpersonal communication. Sharing of resources (created activities, assessments etc.)</p>	<p>September 2022-June 2023</p>	<p>Analytical template, authentic texts, speaking assessments and rubrics, lesson or unit plans, exercises or activities planned in preparation for the formal assessments</p>	<p>All department members</p>
<p>4.</p>	<p>Professional development Department PD centered on MA frameworks familiarization in order to align our activities/assessments/rubrics</p>	<p>September 2022-June 2023</p>	<p>Department meeting (both informal and formal) notes agendas, PD deliverables, collection of rubrics to be kept in binder in the WL office, Assessments created by individual and/or teams of teachers</p>	<p>All department members</p>
<p>5.</p>	<p>Data review: Progress Administer final assessments to measure student proficiency in interpretive communication (reading and listening).</p>	<p>May/June 2023</p>	<p>Final interpretive and interpersonal assessments using the ACTFL/frameworks as a guide</p>	<p>Individual teachers</p>

Special Education Department Goal: By the end of the 2022-23 school year, each liaison in the special education department will have administered a transition planning assessment, met with the respective student and developed a comprehensive Transition Planning Form (TPF) to present at the Individualized Education Program (IEP) meeting.

In order to create this transition plan, the liaison will consider each aspect of the planning form as compared to the DESE issued TPF template. This information will then be utilized in the construction of various aspects of the IEP; including, the Vision Statement, the PLEP A and B pages, and the specific learning Goals.

We will know this goal has been reached when, in June 2023, each liaison meets with the Department Head to review their caseload IEPs and confirms that 100% of their students has a current, active and workable Transition Plan as confirmed by the DESE template.

Action Steps/Monitoring Plan

Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1.	Special education liaison identifies a transition assessment that will elicit the most appropriate/ necessary information for the Individualized Education Program’s (IEP) Transition Planning Form (TPF) for a student on their caseload*.	At least two weeks prior to the respective annual IEP meeting.	Completed TPA	Case manager/ special education liaison. *Caseloads range between 23-25 students per liaison & per school year.
2.	Liaison meets with the student after he/ she/ they have completed the assessment.	At least one full week prior to the IEP meeting.	Draft development of the TPF.	Case manager/ special education liaison & IEP student.

<p>3.</p>	<p>Liaison utilizes the interview and assessment results to inform the development of a personalized TPF.</p> <p>This TPF will include specific areas of need and ways in which these needs are addressed in IEP Goals.</p>	<p>Due the Friday of the week prior to the IEP meeting by NOON.</p>	<p>Draft IEP and completed TPF that adheres to the DESE guidelines.</p>	<p>Case manager/ special education liaison & IEP student.</p>
<p>4.</p>	<p>Liaison presents the TPF at the IEP meeting. This TPF is also reflected in the IEP development.</p>	<p>Annual IEP meeting (either Review or Re-eval)</p>	<p>Draft IEP with notations and observation of the TPF presentation by the Department Head.</p>	<p>Case manager/ special education liaison & IEP TEAM.</p> <p>(Department Head, when applicable: Re-evaluation, Initial, Grade 9 and “other” meetings).</p>
<p>5.</p>	<p>Each caseload liaison meets with the Special Education Department Head to ensure that their TPFs were completed and adhered to the specific criteria provided within the DESE issued Template.</p>	<p>First week in June 2023.</p>	<p>Meeting notes, template comparison as a rubric, by caseload.</p>	<p>Department Head and Special Ed. Liaison.</p>

Deans Goal: During the 2022-23 school year the deans will identify students with attendance concerns of seven (7) or more unexcused absences in each term and work with stakeholders to mitigate academic failure and improve attendance by 10 percent over the course of the school year.

Action Steps/Monitoring Plan

Step	Strategies/Activities	Sources of Evidence	Team/Person Responsible	Timeline
1	Work collaboratively with stakeholders (students, parents, teachers and counselors) to develop student success plans for identified students	Student Success Plans, emails, meeting notes, SST notes	Deans	September 2022-June 2023
2	Participate in independent and site provided opportunities for professional development in areas regarding, PBIS, SEL, culturally responsive and restorative justice practices	Certificates of completion, agendas and feedback	Deans	September 2022-June 2023
3	Communicate expectations regarding school attendance regularly and clearly with families and students	Phone calls, emails, letters, attendance hearings, Google Classroom reminders,	Deans	September 2022-June 2023
4	Continue to use a multi-tiered system of support to address student needs	SST, conferences with families, counselors, and health staff	Deans	September 2022-June 2023

Social-Emotional Learning Goal: The student support team (counselors, school psychologist, adjustment counselor, health interventionist, health teacher) will review the overview, scope and sequence and plan for implementation of the Open Parachute SEL Program by October 1, 2022 and implement 4 modules, one per grade level, by June of 2023 to support our student social emotional learning.

Step #	Strategies/Activities	Timeline	Sources of Evidence	Team/Person Responsible
1.	Identify grade level SEL lessons that will be implemented over the 2022-2023 School Year.	Sept-Oct.	Meeting Notes Timeline	Student Support
2.	Once identified, assign student support staff that will implement this program during this school year	Sept-Oct	Timeline-Assign Roles	Student Support
3.	Support site staff in providing lessons by becoming familiar with this tool, using the program resources to support our work and that of the team.	Sept-Nov.	PD Notes Training Notes	Student Support
4.	Assess the quality and effectiveness of the Open Parachute SEL Platform through ongoing monitoring and evaluation with the district and site team members.	Sept-June	Meeting Notes Reflection Notes	Student Support
5.	Grade 9 lessons on “Cultural Messages, Insecurities & Honest Self-Reflection” -	Sept. 2022-June 2023	Open Parachute Lessons	Health interventionist in grade 9 health lessons
6.	Grade 10 lessons on “Addiction & Consent” -	Sept 2022-June 2023	Open Parachute Lessons	Health Teacher in health classes

7.	Grade 11 lessons on “Mental Health Empowerment”	Sept 2022-June 2023	Open Parachute Lessons	School Psychologist and Adjustment counselor
8.	Grade 12 lessons on “Life After High School”	January 2023-April 2024	Open Parachute Lessons	School counselors

B. Professional Development Plan

Date	Time	Location	Participants (Team/Grade Level)	Topic	Presenters	Goal #
9/6/2022	9 am-12:00 pm	Auditorium	All Staff	Principal PD: Review teacher handbook Review safety, security and lockdown procedures Review mandated Reporting (51A), physical restraint, civil rights, harassment policies, Internet and technology policies, educator evaluation Review updated health guidelines for students and relating to COVID-19	Administration, Guidance	All
9/14/22	1-4:30 pm	Auditorium	All Staff	Assessment Day 1 Review and analyze MCAS and Vocal test results to find strengths and weaknesses, to guide in the planning and creation of action steps and improvements for the 2022-2023 school year.	Principal, Assistant Principal, Teachers	All
10/12/22	1-4:30 pm	Classrooms	All Staff	Departmental Meetings: Finalize SIP Goals and Action Steps	Principal, Assistant Principals, Department Heads	All

1/11/2023	1-4:30 pm	Classrooms	All Staff	Visible Learning: Understanding our impact within the classroom.	Department Heads, Principal, Assistant Principa	All
2/8/2023	1-2:30 pm	Classrooms	All Staff	Visible Learning: Leveraging techniques to improve student outcomes	Department Heads, Principal, Assistant Principa	All
3/15/2023	2:30-4:30 pm	Classrooms	All Staff	Open Parachute	Guidance	Student Support Goal
4/12/2023	1-2:30 pm	Classrooms	All Staff	Departmental Meetings	Department Heads, Principal, Assistant Principa	All
5/17/2023	2:30-4:30 pm	Media Center	All Staff	Departmental Meetings: Reflections on Goals and Action Steps	Department Heads, Principal, Assistant Principa	All

C. Extended Day Offerings

Dates	Club or Activity	Target Audience	Location
Academic Decathlon	Mr. D'Amore	Compete with other schools-Topic based	Mondays 2:30-3:30 Room 320
Allies (Peer Ed)	Mrs. Farren	students are trained to address teen dating violence	As-needed, during lunch, field trips, or after school
American Sign Language Club	Mr. Regan	Learn sign language.	2 Thursdays per month in 308
Art Club	Ms. O'Donnell	A club focused on creating art. This is for the student that loves art. Students do not need to be enrolled in an art class to join.	Meet Thursdays 2:30-3:30
Book Club	Mrs. Shaw	An informal group that meets to talk about favorite titles or selected books. The group may talk about several different books at once. It's a group for people who love to read. All are welcome.	Meets twice a month with one in person and one virtual meeting. In person meetings will take place after school on Monday,
Caring Hearts Club	Mrs. Cushman & Ms. Hart	Demonstrate acts of kindness in the school community	Third Wednesday of the Month
Computer Science (Programming) Club	Mr. Holmes	Learn or enhance your computer coding skills. No experience is necessary.	Every other Monday (alternating weeks with Cyber Security Club) at 2:45 in room 439.
Culinary Club	Ms. Flaherty	Student-led opportunity to explore the world of food.	7 Fridays per semester
Curly Hair Crew	Mrs. Tenpow-Negeri	Have, want or love curly hair? Share, learn about and discuss ways to care for curly hair and talk about the implications of having it. Come make new friends, attend life seminars, with the Curly Hair Crew.	Once a month on Tuesdays or Wednesdays. In person and virtual.

Cyber Security Club	Mr. Holmes	Explore Cyber Security concepts and techniques. Play Cyber Capture the Flag.	Every other Monday at 2:30 in room 439.
Debate Club	Mrs. Crowley	Students engage in a weekly "thought talk" as well as a formal debate. Students are expected to remain respectful of others and follow the rules of debate.	Fridays 2:45 - 3:45 pm in room 304
DECA	Mrs. Collins/Mr. Gibbons	DECA (Distributive Education Clubs of America) is an association of students that encourages the development of business and leadership skills through academic competitions. Each competition includes a written test over business and marketing information, as well as two role-playing, problem solving events.	Mondays 2:30 to 3:30
Drama Club	Mr. Feinburg, Ms. Santos, Mr Innis	Plays, musicals, and everything that goes with them!	Rehearsals M-W-F 2:30-4:30. Play weekend of December 10.
Dungeons and Dragons	Mr. Card	D and D campaigns running throughout the school year. Both new and experienced players are welcome!	Every Tuesday 2:30-4:00
Elevate	Mrs. Tenpow-Negeri	The purpose of this program is to increase representation of our black and brown students in Honors and Advanced level courses by providing opportunities for mentoring, advising, and tutoring. This effort is in collaboration with other school-wide academic initiatives.	B Block E Block Tuesdays after school

ESports League	Mr. Costa	Esports is a competitive video game club that was founded in 2016. The club is open to all students and entries into competitions are free this school year.	Meets on Wednesdays after school.
Engineering Club	Ms. Flaherty	Student-led opportunity to explore engineering.	Room 441 - Typically two Wednesdays/month (alternating from half days) - Check Google Classroom for updates
Financial/ Investment Club	Mrs. Cavallo	A club focused on helping students become more financially literate and learn how to invest for their futures.	Every other Monday at 4:00 PM.
Green Student Movement (GSM)	Mr. Buckingham	Community Clean up and environmental awareness.	Wednesdays in Room 415
History Club	Mrs. Fernandez	A club focused on history and exploring historical documents and topics	Bi-weekly on Wednesdays beginning 9/29 in room 316B
Interact Club	Mrs. Collins	Interact Club is a club with a goal to provide youth at North Quincy High the opportunity to undertake community and international service projects.	First Friday of the Month
International Club	Mrs. Tenpow-Negeri	Bringing people of all cultural backgrounds together. Explore new cultures through film, music, food and conversation. We will eat out at various ethnic restaurants in Quincy, Boston, and Cambridge. All T accessible.	In person: 1st or last Wednesday of the month.
Kitty Hawk Air Society	MSgt John DeLorenzo	For inducted AFJROTC Cadet members only	Once a month - date determined each month by member vote. Meeting are

			only open to Kitty Hawk members
LOL Club	QARI	A club to support our students in various academic ways	Every Tuesday
Making Positive Change	Farren, Herlihy, Peng, Xia	We learn about issues related to diversity, equity, and inclusion	Once/twice a month depending on interest/participation
Marvel Club	Ms. Palmer	For Marvel fans to come together and discuss everything from the comics, movies and any other Marvel related news!	Every other Thursday 2:30-3:30 PM.
Math Club	Mr. Gustafson	Anything and everything math. Play games, work on challenging problems, get homework help	Fridays 2:30-3:30
Mental Health Matters	Ms. Plaskasovitis	Mental Health Club will provide a safe environment for students to learn and express issues surrounding stress and anxiety	Every other Wednesday 2:30-3:30 room 437
National Honor Society	Ms. Abbott	Chapter of national organization recognizing students for their work in scholarship, leadership, character, and service. For inducted NHS members only	Once a month - date determined each month by member vote. Meetings are only open to NHS members.
Photography Club	Mr Hanson	A group providing students prompts, feedback and resources for photo students who are interested in creating additional artwork as well as students who could not fit the class in their schedule but would like to explore the medium in a more informal manner	Once/twice a month depending on interest/participation
Pre-Medical Careers Club	Ms. Abbott	learn about medical related careers	Bi-weekly on Mondays in room 408.

Q/NQ Guys A Cappella-Tenor/Bass Chorus	Mr. Carew	Tenor and Bass singers practice and perform choral and contemporary a cappella music	Thursday, 3:00 PM to 4:30 PM in Room 138/9
QNQ Jazz Band	Mr. Cavanaugh	Does not usually start until November.	Band Room
QNQ Jazz Quintet	Mr. Cavanaugh/ Mr. Salvucci	Remote recordings	Quincy High School Before Jazz Band
Quiz Show	Kriz/Fernandez/ Farren	Knowledge-based competition practice	Wednesdays 7:00-7:45 AM
Rainbow Alliance	Ms. Tranquillino and Ms. Tenaglia	Open to all students. LGBTQ+ awareness and support. Organize Spring Talent Show.	Tuesdays in room 402 or 411
Robotics	Ms. Byron	Designing, building, programming robots	Wednesday
SADD	Mr. Herlihy, Ms. Ginty, Mr. Joseph, Mrs. P, Mr. Edgerly Ms. Wallace	Students Against Destructive Decisions	Thursday after the half day

D. Family Engagement and Communication

Date	Topic	Target Audience	Location
8/23/22	Introduction Letter from Principal	All students & parents	Principal
8/31/22	ECHS Orientation	ECHS Parents and Students	ECHS Teachers and Student Support
9/1/22	College Application Bootcamp	Seniors	Student Support
9/2/22	9-12 Welcome Back Tours of NQHS	All Students and Parents	Student Support and Student Ambassadors
First of each Month	Raider Roundup	Parents	N/A
Every Monday 2022-2023	Parent Notices	Parents	N/A
9/22/22	Back to School Night presentations	Parents	Administrative team; Teachers
Fall 2022	School counseling presentations - Transition to High School - Post-Graduation Planning - College Planning Live sessions; also recorded and made available	Parents	Student Support
August, November, March, June	Athletic Pre-season meetings	Student-athletes, parents, coaches	Athletics department
10/20, 11/15, 1/15, 2/9, 3/9, 4/13, 5/19	Monthly Parent Advisory Council meetings	Parents	Administrative team
11/18/22	Adams Scholarship Ceremony	Parents and students	Administrative team, Counselors, Deans
11/30 and 12/8	Virtual and In Person parent/teacher conferences	Parents	Administrative Team; Teachers

Fall/Winter 2022	<p>Student Support presentations</p> <ul style="list-style-type: none"> - Transition to High School - Post-Graduation Planning - College Planning - Paying for College - Scholarship Information - Virtual College Fair <p>Live sessions; also recorded and made available</p>	Parents, students	Student Support
12/9-12/10	Winter Play	Parents/Families	Drama Club
12/15/22	Grade 8 Open House	Grade 8 families	Administrative team; Department heads; Teachers; Athletic Director, coaches
12/20/22	Winter Concert	Parents/Families	Music Teachers
1/18/22	Winter Recital	Parents/Families	Music Teachers
2/9/2023	Science Fair	Parents/Families	Science Teachers
March 2023	Course Selection & Curriculum Information Night	Grades 8-11 and families	Administrative team and Student Support team
4/11/23	Spring Concert	Parents/Families	Music Teachers
5/24/23	QNQ Sprint Recital	Parents/Families	Music/Band Teachers
5/25/23	QHS All City Jazz Concert	Parents/Families	Music/Band Teachers
June 2023	Class of 2026 Fly-Up Day	Incoming Grade 9 students	Administrative team and Student Ambassadors
June 2023	Sports Information Night	All students	Athletic Director, Administrative Team and Coaches

III. School Demographics

Total Enrollment <i>(As of 11/1/22)</i>	Special Education	Low Income <i>(Eligible for Free & Reduced Meals)</i>	ELE <i>(English Learners)</i>	FEL <i>(Former English Learners)</i>
1473	239 <i>(16.2%)</i>	765 <i>(51.9%)</i>	104 <i>(7.1%)</i>	121 <i>(8.2%)</i>

Race	Total Subgroup Population
Asian	815 <i>(55.3%)</i>
Black/African American	70 <i>(4.8%)</i>
Caucasian	472 <i>(32.0%)</i>
Hispanic or Latino	65 <i>(4.4%)</i>
Multiracial, non-Hispanic	46 <i>(3.1%)</i>
Native American	2 <i>(0.1%)</i>
Pacific Island	3 <i>(0.2%)</i>

Advanced Class Enrollment (Grades 9 - 12) <i>(As of 11/1/22)</i>	# of Students in Advanced out of # of Students in Subgroup	% of Population
Total Students	686 of 1473	46.6%
Low Income	343 of 765	44.8%
Asian	478 of 815	58.7%
Black/African American	10 of 70	14.3%
Caucasian	166 of 472	35.2%
Hispanic/Latino	14 of 65	21.5%
Multiracial	16 of 46	34.8%
Native American	0 of 2	0.0%
Pacific Island	2 of 3	66.7%

Class Sizes (General Education) As of 11/1/2022

	22 or fewer	23-25	26	27	28	29	30
Gr. 9-12 295 sections total	124 <i>(43%)</i>	94 <i>(33%)</i>	17 <i>(5.8%)</i>	27 <i>(9%)</i>	27 <i>(9%)</i>	6 <i>(0.2%)</i>	0

2021-2022 SSDR Data

Total Incidents	# of Incidents Resulting in Suspension	% of Incidents Resulting in Suspension
70	42	60%

IV. Facilities

Improvements

- New LED Lights in the Gym
- Gym Scoreboard Upgraded
- Hudl Cameras installed in the gym and at Creedon Field
- Room 430 Renovation ongoing new Bio-tech Lab
- 3 new bubblers added
- Rugs replaced in rooms 202, 214, 215, 305, 135, 136, 431A, 311, 223, 320A, 320B, 223, Faculty Rooms on 2nd and 3rd floors
- New Ceilings in Art Room, 430, 409, 341, 307, 301, 233, 303, 430A, Security Office and 104
- Room 136 renovation into Health Care Tech
- Ongoing painting upgrades
- Replacement of all bathroom and lounge faucets
- Raider Cafe was painted
- Rug replaced in Principal Suite
- Converted room 318 back to classroom
- Converted room 301 from a computer lab to classroom and replaced floor with rug
- HVAC Upgrades

Areas of Need

- Auditorium needs to be renovated
- Continue to replace old rugs
- Lighting in rooms need upgrades
- Continue to replace ceiling tiles

V. Budget

**Amount available
in 2022-2023**

TEXT/LEARNING MATERIALS

(textbooks and learning materials/supplies needed to support classroom instruction) \$ 35,520

SUPPLIES

(pens, pencils, rulers, paper, glue, photocopy paper, etc.) \$ 39,950

ACTIVITY STIPEND ACCOUNT

\$ 39,000

OTHER: (art supplies, science supplies, library, etc.)

Art Supplies \$ 6,600

Science Supplies \$ 5,200

Library \$ 3,000

SPECIAL FUNDING (gifts, grants, partnerships, PTO, etc.)

P.T.O. \$ 8,000

Perkins Funds \$43,000

QCSP Mini-Grants \$ 8,000

NQHS MA Skills Capital Grant (Healthcare Technology) \$134,000

MA DESE Early College High School \$150,000

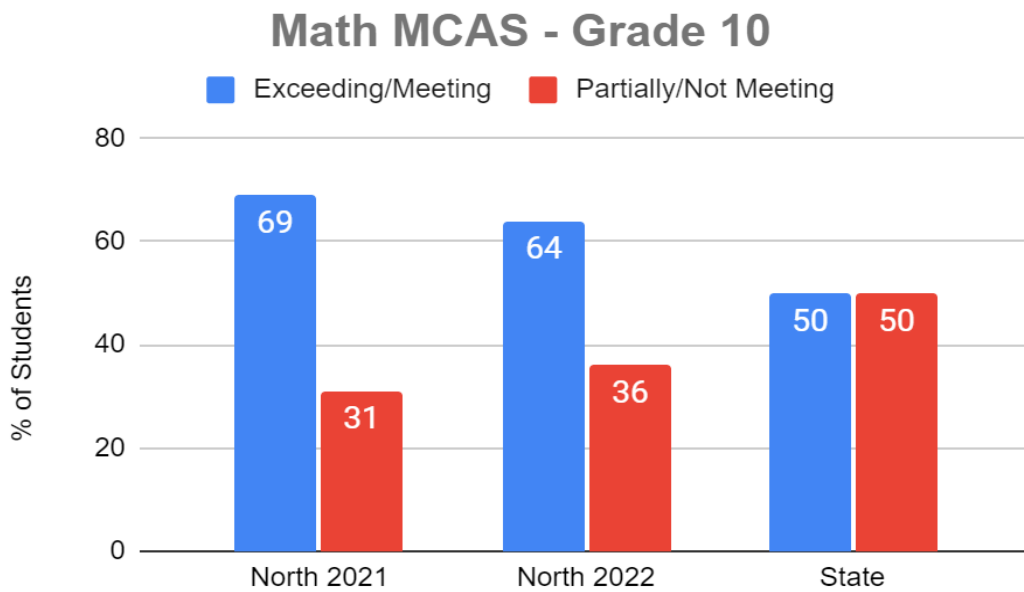
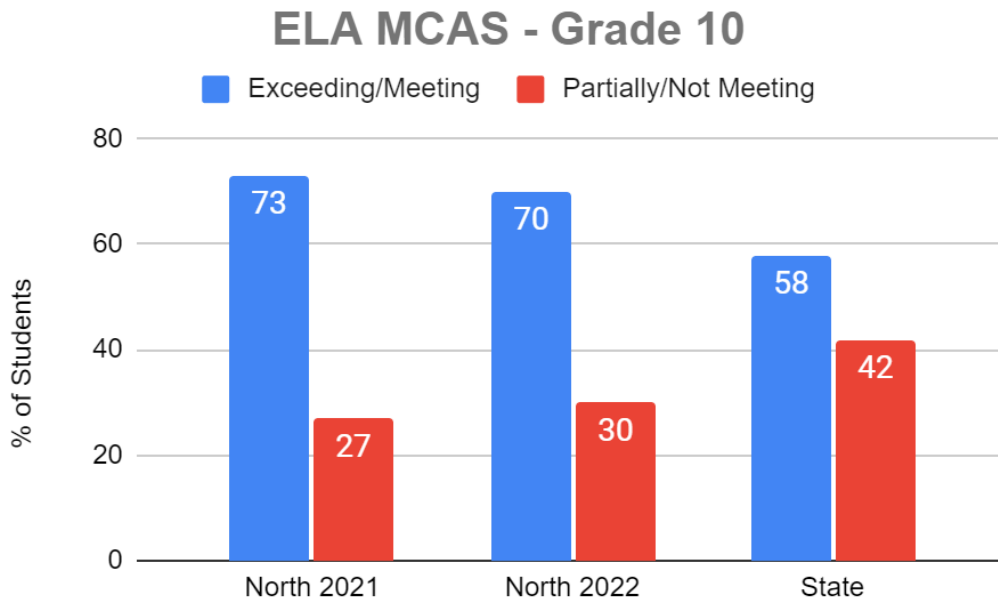
TOTAL

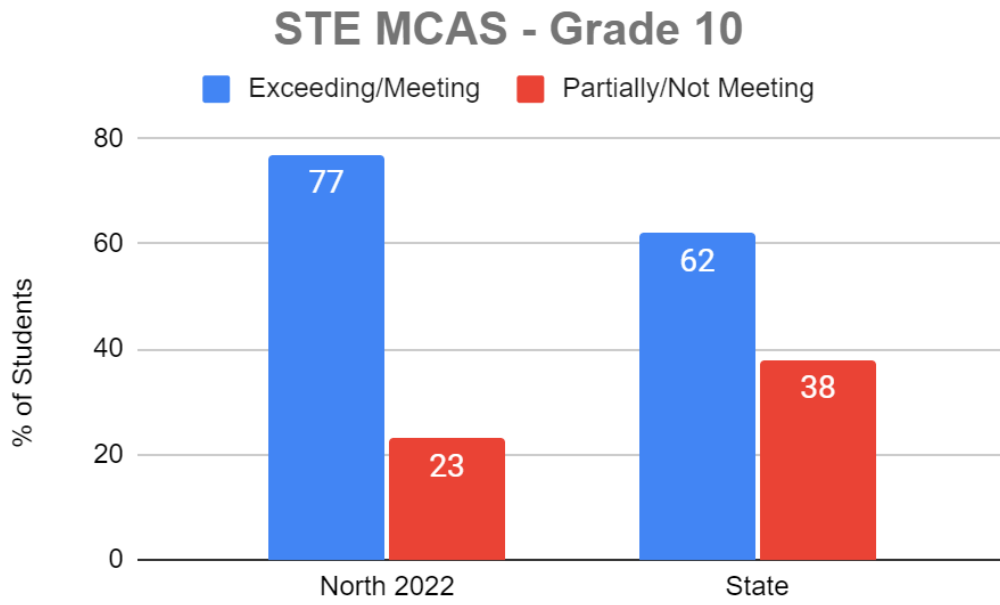
\$ 472,270

VI. Appendix

A. Spring 2022 MCAS Data

(Spring 2022 MCAS Edwin PE303 Report)





B. 2021-2022 VOCAL Results

Dimension	Description	Always/ Mostly True %	Mostly Untrue/ Never True %
ENG	Adults working at this school treat all students respectfully, regardless of a student's race, culture, family income, religion, sex, or sexual orientation.	95%	4%
ENG	Within school, I am encouraged to take upper level courses (honors, AP).	82%	18%
ENG	Students from different backgrounds respect each other in our school, regardless of their race, culture, family income, religion, sex, or sexual orientation.	87%	13%
ENG	Students are open to having friends who come from different backgrounds (for example, friends from different races, cultures, family incomes, or religions, or friends of a different sex, or sexual orientation).	95%	5%
ENG	I feel welcome to participate in extracurricular activities offered through our school, such as, school clubs or organizations, musical groups, sports teams, or student council.	88%	12%
ENG	My teachers use my ideas to help my classmates learn.	57%	43%
ENG	In at least two of my academic classes, I can work on assignments that interest me personally.	68%	31%
ENG	If I finish my work early, I have an opportunity to do more challenging work.	64%	37%
ENG	In at least two of my academic classes, students are asked to teach a lesson or part of a lesson.	30%	69%
ENG	In my academic classes, students review each other's work and provided advice on how to improve it.	67%	33%

ENG	In my academic classes, students wrestle with problems that don't have an obvious answer.	61%	38%
ENG	In my academic classes, I am asked to apply what I know to new types of complex tasks or problems.	83%	17%
ENG	In my academic classes, students work on long-term group projects (more than one month in length) that they independently carry out.	47%	53%
ENG	Students respect one another.	76%	25%
ENG	Teachers are available when I need to talk with them.	89%	11%
ENG	Adults at our school are respectful of student ideas even if the ideas expressed are different from their own.	92%	9%
ENG	My teachers promote respect among students.	95%	5%
ENV	Students have a voice in deciding school rules.	45%	54%
ENV	The consequences for the same inappropriate behavior (e.g., disrupting the class) are the same, no matter who the student is.	74%	26%
ENV	Teachers give students a chance to explain their behavior when they do something wrong.	70%	29%
ENV	My teachers will first try to help (guide) students who break class rules, instead of punishing them.	76%	24%
ENV	Students help each other learn without having to be asked by the teacher.	90%	10%
ENV	My teachers set high expectations for my work.	82%	17%
ENV	My teachers support me even when my work is not my best.	85%	16%
ENV	The things I am learning in school are relevant (important) to me.	55%	45%

ENV	Teachers ask students for feedback on their classroom instruction.	72%	28%
ENV	My teachers inspire confidence in my ability to be ready for college or career.	84%	16%
ENV	In my school, teachers focus on my understanding of the material and not on my grades.	67%	32%
ENV	In my academic classes, there is a good balance between students having to master subject content and being able to explore topics that interest them.	65%	35%
ENV	In my classes, mistakes or even failure on an assignment are viewed as an important part of our learning.	78%	22%
ENV	I have access to effective help at school if I am struggling emotionally or mentally.	82%	18%
ENV	The level of pressure I feel at school to perform well is unhealthy.	52%	48%
SAF	If I tell a teacher or other adult that someone is being bullied, the teacher/adult will do something to help.	94%	7%
SAF	Teachers don't let students pick on other students in class or in the hallways.	77%	24%
SAF	Students at school try to stop bullying when they see it happening.	60%	41%
SAF	Teachers, students, and the principal work together to prevent (stop) bullying.	89%	11%
SAF	I have been teased or picked on more than once because of my real or perceived (imagined) sexual orientation.	12%	88%
SAF	I have been teased or picked on more than once because of my race or ethnicity.	18%	83%
SAF	In my school, groups of students tease or pick on one student.	29%	71%
SAF	Students with learning or physical difficulties are teased or picked on at my school.	23%	77%

SAF	Teachers support (help) students who come to class upset.	77%	23%
SAF	I feel comfortable reaching out to teachers/counselors for emotional support if I need it.	69%	31%
SAF	I have a group of friends I can rely on to help me when I feel down (sad).	87%	13%
SAF	I feel as though I belong in my school community.	86%	14%
SAF	Students at school try to work out their problems with other students in a respectful way.	68%	33%
SAF	Because I worry about my grades, it is hard for me to enjoy school.	68%	33%
SAF	I have stayed at home (or avoided school) because I did not feel safe at my school.	14%	86%
SAF	Students are sexually harassed at my school (for example, bothered by unwanted touching and/or indecent name-calling).	18%	82%

C. 2022 Accountability *(profiles.doe.mass.edu)*

Four-year Cohort Graduation Rate (2021)	Number of Students & % Rate	Total # of Students
All Students	301 (91.5%)	329
High needs	185 (87.3%)	212
Low income	159 (86.4%)	184
EL and Former EL	49 (84.5%)	58
Students w/ disabilities	40 (66.7%)	60
Amer. Ind. or Alaska Nat.	-	2
Asian	168 (93.9%)	179
Afr. Amer./Black	-	13
Hispanic/Latino	-	18
Multi-race, Non-Hisp./Lat.	-	3
Nat. Haw. or Pacif. Isl.	-	-
White	106 (93.0%)	114

Annual Dropout Rate (2021)	Number of Students & % Rate	Total # of Students
All Students	7 (0.5%)	1,343
High needs	7 (1.0%)	690
Low income	4 (0.9%)	468
EL and Former EL	2 (1.9%)	103
Students w/ disabilities	4 (2.1%)	194
Amer. Ind. or Alaska Nat.	-	4
Asian	2 (0.3%)	710
Afr. Amer./Black	-	51
Hispanic/Latino	2 (4.0%)	50
Multi-race, Non-Hisp./Lat.	-	42
Nat. Haw. or Pacif. Isl.	-	3
White	3 (0.6%)	483

Chronic Absenteeism (students missing 20% of days in 2021-2022)	Number of Students & % Rate	Total # of Students
All Students	85 (6.0%)	1,424
High needs	67 (7.9%)	853
Low income	53 (7.8%)	683
EL and Former EL	10 (4.0%)	248
Students w/ disabilities	30 (15.2%)	197
Amer. Ind. or Alaska Nat.	-	3
Asian	26 (3.3%)	778
Afr. Amer./Black	2 (13.1%)	61
Hispanic/Latino	9 (16.4%)	55
Multi-race, Non-Hisp./Lat.	5 (10.0%)	50
Nat. Haw. or Pacif. Isl.	-	4
White	35 (7.4%)	473

Advanced Coursework Completion (2021-2022)	Number of Students & % Rate	Total # of Students
All Students	682 (62.9%)	1,424
High needs	270 (67.2%)	402
Low income	235 (72.5%)	324
EL and Former EL	67 (58.8%)	114
Students w/ disabilities	30 (31.3%)	96
Amer. Ind. or Alaska Nat.	-	1
Asian	315 (82.0%)	384
Afr. Amer./Black	13 (43.3%)	30
Hispanic/Latino	13 (54.2%)	24
Multi-race, Non-Hisp./Lat.	-	19
Nat. Haw. or Pacif. Isl.	-	1
White	140 (62.8%)	223

D. Staffing: Support Services

- 2 Nurses
- 4 Special Education Teachers (Resource Room/Inclusion)
- 5 Special Education Teachers (Substantially Separate)
- 2 Guidance Counselors
- 5 ELL Teachers
- 0.4 Speech & Language
- 1 School Psychologist
- 0.2 Occupational Therapist
- 1 Librarian

E. NQHS School Council Members

A school council is a representative, school building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students, required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C.

<https://www.doe.mass.edu/lawsregs/advisory/schoolcouncils/>

Chair/Principal:	Dan Gilbert	/s/ <i>Daniel V. Gilbert</i>
Co-Chair:	Noreen Holland	/s/ <i>Noreen Holland</i>
Teachers:	Michael Jorgensen, English Department Head	/s/ <i>Michael Jorgenson</i>
	Kipp Caldwell, Math Department Head	/s/ <i>Kipp Caldwell</i>
Parent:	Tom Robertson	/s/ <i>Tom Robertson</i>
Community Representative:	Rocky Chan, QARI Massachusetts Programs & Services Manager	/s/ <i>Rockey Chan</i>

F. Open Parachute Timeline

- Grade 9 lessons on “Cultural Messages, Insecurities & Honest Self-Reflection” to be completed by Health interventionist in grade 9 health lessons *Ongoing 2022-2023 to be completed by June 2023*
- Grade 10 lessons on “Addiction & Consent” to be completed by Health Teacher in health classes *Ongoing 2022-2023 to be completed by June 2023*
- Grade 11 lessons on “Mental Health Empowerment” to be completed by school psychologist and adjustment counselor November 2022 to June 2023
- Grade 12 lessons on “Life After High School” to be completed by school counselors between January and April 2023