

**Plymouth Public Schools  
Plymouth North High School  
Action Plan, Year 3 (March 2024 – March 2025)  
February 12, 2024**

***Focus for March 2024 through March 2025:***

**Goal 1: Identify and Implement Transition Goals:** If our staff identifies school-wide goals for transition into each year and post-secondary pursuits that can be infused into every lesson and every classroom, then students can be held to higher expectations for learning growth socially, personally and academically.

This year, we worked to communicate those specific transition goals into active lessons for students via the Advisory Curriculum. Our Freshmen had a full school class meeting that served as an initial overview of those transition goals, as well as their particular relation to their transition to high school. The first year of a phased in advisory curriculum was developed for lessons that helped teach students the major goals of Community, Professionalism & Resilience to all Freshmen Students. The Principal went directly to every Sophomore & Junior Advisory and Senior Directed Study to be able to teach scripted lessons on our goals for students upon graduation, how learning goes beyond grades with a particular focus on teaching students about the transition goals of Community, Professionalism & Resilience.

In the final year of this plan, we hope to provide a firm, permanent plan to create advisory lessons and school wide workshops on Community, Professionalism and Resilience that feature self-reflection and the opportunity to show growth over four years that can serve as a final capstone to a student's experience at North that goes beyond just content and grades.

**Goal 2: Reach All Students:** If our school develops opportunities for increased equity, access and voice for *all* our students with different learning and personal backgrounds, then students will have the ability to reach their full academic and personal potential while feeling welcomed and supported at PNHS.

Our school will take the progress we've made in years one and two developing an school-based DEI committee, our "Equity and Justice Committee", along with school wide PD focused on outside resources and speakers, as well as a teacher-focused, in-house developed PD on having tough conversations based on real experiences at North to bring students into the conversation to truly spearhead culture growth at PNHS.

In the final year of the plan, we hope to implement permanent student-led programs at North that allow for consistent work and conversations within the culture of PNHS to be able to allow *all* types of students to be a welcomed and thriving member of our school community.

**Goal 3: Increase Student Engagement:** If staff commits to develop common strategies and programs for increased student engagement at all levels, then our students will feel empowered to fully engage in the full high school experience and take risks in their learning to make greater gains in their learning growth. In year one, we focused on creating experiences, professional development and messaging that emphasized resilience, effective effort and grit.

In the first two years of the plan, teachers worked to implement in-house PD programs with EL, Special Ed, Equity and the Engagement Continuum that helped coach and develop strategies that will help all students engage, but particularly students within identified subgroups.

In the final year of the plan, we will implement Faculty Workshop time for teachers to have collaborative time to be able to share best practices, collaborate on struggles and strategies, and develop trends and patterns that will help student engagement across all departments. Focused, teacher-led data teams will review key state and internal data to help identify gaps in student engagement. Observations, collaborative conversations, cross-department

collaboration and immediate, frequent feedback will be a centerpiece of creating a school-wide conversation about engagement that will reach all teachers, all departments and all types of student learners at PNHS to create a common approach to engagement.

Investing in PD time to develop plans for Formative Assessment that will tie directly into our transition goals, content goals and building objectives will help drive planning to improve student engagement as well, as connected to our recommendations from our 2019 NEASC Accreditation Report.

## ***Action Plan For Strategic Initiative/Objective #1:***

**Communicate School Wide Goals (1.3, 1.4), School Wide Programs to show learning growth within school wide goals (1.5)**

<b><i>Priority Strategic Objective Initiative:</i></b>	Based on NEASC Committee Reports, School Council, Faculty, and Parent input, we are seeking to develop clear goals school-wide that provide for common skills that connect to a broader vision for what we expect our graduates to have, and connect that to every unit in every course in every department at PNHS.
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<b><i>Data that supports this initiative as a priority for your school:</i></b>	<p>NEASC Recommendations in their 2020 Final Report stating that Plymouth North should:</p> <ul style="list-style-type: none"> <li>• Review and Modify core values, beliefs and 21<sup>st</sup> century learning expectations</li> <li>• Use those beliefs to drive school curriculum</li> <li>• Create a school-wide template for the curriculum</li> </ul> <p>Parents want a focus on Learning Growth over work production: while 64% of parents think they are developing critical thinking and problem solving skills and 86% of parents know what is expected of their children, only 48% think that North focuses on Learning Growth over Work Production.</p>
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<b>Student Outcome at end of year:</b>	<ol style="list-style-type: none"> <li>1. Students, their teachers, their parents and their community are clear on the goals PNHS has set for their transition into each year and the vision we have of the goals they will have when they graduate.</li> <li>2. Faculty and Administration will have created a permanent plan to create advisory lessons for teaching Community, Professionalism and Resilience skills to students based on Transition Goals, and Seniors have a capstone program plan for 2027-2028 to show reflection on that growth.</li> </ol>
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### ***Early Evidence of Change***

<b><i>What are you trying to achieve in this initiative by March, 2025?</i></b>	<ol style="list-style-type: none"> <li>1. Transition goals are clear to students and their families, and they can connect those goals to the lessons, units and courses they have on a daily basis.</li> <li>2. Clear lessons have been developed, articulated and implemented for Sophomores, Juniors &amp; Seniors to provide instruction of the school's transition goals with opportunity to reflect and express that growth over four years directly from students.</li> </ol>
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## **Action Plan For Strategic Initiative/Objective #2:**

### School Wide Data Team Action (2.1, 2.3 & 2.4) & School Wide Experience for Staff and Students for inclusive school culture (2.2)

<b>Priority Strategic Objective Initiative:</b>	With a specific focus on improving learning growth and school culture for <i>all</i> types of learners at PNHS, we will begin this year by reflecting on specific data points that will allow us to see trends and patters that can identify student subgroups in need of targeted support at PNHS. Coupling this with improved opportunities and avenues for student voice, we hope to get specific data and perspectives to help identify who and what programs will help improve culture and learning growth at PNHS.
<b>Data that supports this initiative as a priority for your school:</b>	<p>2020 NEASC Final Report outlined the recommendation for improved work at PNHS on:</p> <ul style="list-style-type: none"> <li>• Ensuring teachers adjust their instructional practices to meet the needs of each student</li> <li>• That teachers use formative assessments to inform and adapt their instruction to improve student learning</li> <li>• Meet the needs of an ever changing ELL population</li> </ul> <p>Input from students and faculty in the Equity and Justice Committee outline the need for improved efforts at voice and perspective from all students and diverse student populations</p> <p>While 60% of our Parents believe that their child finds PNHS interesting and engaging, only 40% believed that PNHS is aware of their child’s unique talents and interests.</p>
<b>Student Outcome at end of year:</b>	<ul style="list-style-type: none"> <li>• Development of a student-led group centered around equity, access and student voice with crafted plans to create leadership opportunities for students to improve school culture for <i>all</i> students of various backgrounds and abilities.</li> <li>• School Wide Data team is teacher-led and has used state, in-school and outside data to provide insight and input on strategies to improve student learning for at-risk students.</li> </ul>

### **Early Evidence of Change**

<b>What are you trying to achieve in this initiative by March, 2025?</b>	<ol style="list-style-type: none"> <li>1. Data Team review of multiple sources of data, with identified trends and possible solutions to address needs of PNHS.</li> <li>2. Development and execution of a school-wide program for improved inclusion and school experience for diverse students.</li> <li>3. Identification and Implementation of policies and practices that help engage at-risk students, and include diverse students in the culture at PNHS.</li> </ol>
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## ***Action Plan For Strategic Initiative/Objective #3:***

Develop common strategies for Formative Assessment and use in reflective practice to revise instruction (3.1, 3.2 & 3.4), Focused Implementation of Engagement Continuum and School Wide Collaboration on Best Practices (3.2)

<b><i>Priority Strategic Objective Initiative:</i></b>	After years of varied learning methods, as well as a documented need to improved strategies and supports for students’ academic, social/emotional and mental health supports, PNHS is working to develop school-wide programs and strategies coupled with school-wide beliefs that can help improve collaboration and common planning between teachers and allow for improved engagement of students with courses, activities and PNHS as a whole. This is particularly for diverse learners and those students from a diverse background.
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<b><i>Data that supports this initiative as a priority for your school:</i></b>	<p>2020 NEASC Final Report recommended a school-wide approach to formative assessment as well as its use in reflection and revision of instruction.</p> <p>References to counseling services both in IEPs and with general education students have increased in 2022-2023</p> <p>While parents listed “community” and “variety” as some of the biggest strengths of PNHS, parents also mentioned Mental Health supports as one of their top needs for students at PNHS.</p>
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<b><i>Student Outcome at end of year:</i></b>	At-risk students have been identified through the use of data, formative assessment and school wide systems of support, and plans have been implemented to improve engagement for those students with tools and strategies administered in classrooms across the school.
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### ***Indicator # 3: Early Evidence of Change***

<b><i>What are you trying to achieve in this initiative by March, 2025?</i></b>	<ol style="list-style-type: none"> <li>1. PD, Data Team and PLC time to develop school wide approaches and culture for using formative assessment and the engagement continuum.</li> <li>2. Collaboration between teachers of similar course and students in using formative assessment data to revise and improve instruction.</li> <li>3. Improved focus of lessons and activities around expressly creating mastery, identity and creativity to engage students and effect higher learning growth, as built from peer observations and collaborative discussions.</li> </ol>
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