Norwood Public Schools
Norwood, Massachusetts

Philip O. Coakley Middle School
School Improvement Plan
ONE-YEAR UPDATE
SY 2023-2024

Principal:
Dr. Margo Fraczek

School Mission Statement:
The mission of Dr. Philip O. Coakley Middle School is to develop global citizens who appreciate learning. In partnership with the Norwood community, we foster social, emotional, and intellectual growth in a safe, inclusive, and academically rigorous environment. We are committed to the core values of respect and responsibility.

School Data Snapshot

Selected Populations %

	2019-2020	2020-2021	2021-2022	2022-2023
First Language not English	20.6	22.7	23.2	28.1
English Language Learner	6.0	6.0	6.7	7.7
Students with Disabilities	21.7	21.7	26	25.2
High Needs	48.5	48.5	51.8	57.9
Economically Disadvantaged	28.1	31.6	N/A	N/A

Average Class Size

	2019-2020	2020-2021	2021-2022	2022-2023
All Grades	18.9	17.6	17.5	N/A

Mobility Rate

	2019-2020	2020-2021	2021-2022	2022-2023
All Grades (Aggregate)	6.9	8.1	8.5	N/A
Limited English Proficient	27.8	18.2	26.3	N/A
Students with Disabilities	4.0	7.8	7.9	N/A
Economically Disadvantaged	11.3	13.2	12.3	N/A

Accountability Measures

Student Group Percentile

Student group percentiles are used to identify schools with low performing student groups. The student group percentile is calculated using the same methodology used to calculate the accountability percentile and measures a group's overall performance relative to the performance of the same student group statewide in schools in the same gradespan (e.g., comparing the low income student group in one high school to all other low income student groups in high schools statewide). Any group with a percentile of 5 or lower is identified as low performing. Student group percentiles are not calculated for districts, or for any group without sufficient achievement and growth data in English language arts (ELA) and mathematics.

Group	2022 percentile
High needs	10
Low-income	12
English learner (EL) and Former EL	30
Students with disabilities	17
American Indian or Alaskan Native	N/A
Asian	17
African American/Black	26
Hispanic or Latino	28
Multi-race, non-Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	22

ACHIEVEMENT SCORES

Students in grades 3 through 8 and 10 take the Next Generation MCAS assessments in ELA, mathematics, and science, and achievement on these assessments is measured separately using the average composite scaled score.

English Language Arts Achievement - MCAS average composite scaled score *(score range= 440-560)*			
Group	2019 Achievement	2022 Achievement	N
All Students	498	488	-10
High needs	486	468	-18
Low income	487	479	-8
EL and Former EL	485	474	-11
Students w/disabilities	475	468	-7

American Indian or Alaskan Native	--	--	--
Asian	508	495	-13
African American/Black	485	480	-5
Hispanic/Latino	488	479	-9
Multi-race, Non-Hispanic/Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	503	493	-10

Mathematics Achievement - MCAS average composite scaled score *(score range= 440-560)*			
Group	2019 Achievement	2022 Achievement	N
All Students	497	492	-5
High needs	487	482	-5
Low income	487	481	-6
EL and Former EL	488	481	-7
Students w/disabilities	475	473	-2
American Indian or Alaskan Native	--	--	--
Asian	512	503	-9
African American/Black	482	481	-1
Hispanic/Latino	487	482	-5
Multi-race, Non-Hispanic/Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	501	497	-4

Science Achievement - MCAS average composite scaled score *(score range= 440-560)*			
Group	2019 Achievement	2022 Achievement	N
All Students	493	493	0
High needs	481	484	+3
Low income	481	484	+3
EL and Former EL	478	480	+2
Students w/disabilities	470	473	+3
American Indian or Alaskan Native	--	--	--

Asian	496	500	+4
African American/Black	482	485	+3
Hispanic/Latino	482	482	0
Multi-race, Non-Hispanic/Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	497	497	0

GROWTH SCORES

All groups (districts, schools, and student groups) are expected to demonstrate annual growth in student performance. Massachusetts uses Student Growth Percentiles (SGP) to measure how a group of students' achievement has grown or changed over time. SGPs are reported separately for ELA and mathematics at the district, school, and student group level.

English Language Arts Growth			
Group	**2019 Mean SGP**	**2022 Mean SGP**	**N**
All Students	45.3	42.3	-3
High needs	40.2	39.2	-1
Low income	41.3	39.6	-1.7
EL and Former EL	--	41.6	--
Students w/disabilities	36.5	31.0	-5.5
American Indian or Alaskan Native	--	--	--
Asian	50.0	51.6	+1.6
African American/Black	39.0	38.6	-0.4
Hispanic/Latino	41.8	39.9	-1.9
Multi-race, Non-Hispanic/Latino	--	37.6	--
Native Hawaiian or Pacific Islander	--	--	--
White	46.8	43.3	-3.5

Mathematics Growth			
Group	**2019 Mean SGP**	**2022 Mean SGP**	**N**
All Students	41.9	42.3	0.4
High needs	40.7	39.2	-1.5
Low income	42.0	39.6	-2.4
EL and Former EL	--	41.6	--

Students w/disabilities	34.7	31.0	-3.7
American Indian or Alaskan Native	--	--	--
Asian	50.9	51.6	0.7
African American/Black	38.0	38.6	0.6
Hispanic/Latino	48.1	39.9	-8.2
Multi-race, Non-Hispanic/Latino	--	37.6	--
Native Hawaiian or Pacific Islander	--	--	--
White	40.8	43.3	2.5

NORWOOD PUBLIC SCHOOLS
Dr. Philip O. Coakley Middle School
PRIORITY AREAS UPDATE FORM
SY 2023-2024

Priority Area #1:

Goal: In light of the effects of the pandemic and school closures/hybrid learning, CMS will do a comprehensive evaluation of curriculum and pedagogy to evaluate where our students are at in their learning and how to better incorporate the pedagogical approaches we have been learning: Culturally Relevant and Sustainable Pedagogy, World Savvy and Universal Design for Learning.
Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):
- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

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In 2022-2023 we have made significant progress in completing training for all staff in CRSP and using World Savvy as a model for doing that work in the classroom. We have decided to expand our inquiry into "where are the gaps" from a curriculum focus to include all aspects of learning and the major stakeholders. We have started to put together proposals for summer work that will help push us forward. We will also be able to look at our review to the department of education to help us focus on needed improvements. They seem to align to where we know we need improvement.

Priority Area #2:

Goal: As students have returned to a more normal school setting, we are recognizing that there are social emotional gaps in addition to academic gaps that need to be met. Over the next two years, CMS will develop and implement a robust social emotional learning program using the backbone of Character Strong for explicit instruction and embedding implicit skills throughout the school day and across curriculums in order to build students' interpersonal, perseverance, and communication skills.
Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):
- Successes and challenges of implementation (both quantitative and qualitative)

Our biggest gains in this area is the implementation of Character Strong as part of our cycle. The lessons have aligned with work we see students need. It's too early to assess its overall effect on behaviors, mental, and social emotional health of students. Increasing our number of clubs remains a challenge - perhaps we need to open up those stipend positions as publicly posted? Or change offerings.

Priority Area #3:

Goal: Prior to the pandemic, the math achievement at CMS had stagnated and has since been detrimentally affected by school closures and remote learning. In order to improve math achievement for all grade levels, we will determine consistent tools for measuring progress, examine curriculum and pedagogy to ascertain why students abilities and math knowledge are stagnant, implement research based methods for improvement, and continually work to create a working environment that promotes growth and development.

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):
- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

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With the hiring of a new math department chair, we have started to make progress on this goal. We would benefit from doing more comprehensive work across the department and it may be worth it to dedicate more building time to math objectives for relevant staff. Looking to more student centered pedagogy (including those we are learning from CRSP and WS) and doing coaching, modeling, and observations would be appropriate next steps.

Priority Area #4:

Goal: As we are seeing an increased need for English Language and special education services at CMS, we will create robust systems that maximize time in the inclusion setting, while providing appropriate support both within and outside of the classroom.

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):
- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

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The addition of the 3rd EL teacher has allowed us to expand our programing, including more in class support. We have scheduled summer work to develop the program fully for all 3 grades in order to move towards a co-teaching model for EL support. 2022-2023 Added math specialist position. 2023-2024 Budget includes the addition of a reading specialist. These additions allow for better quality instruction by teachers that are trained in those subject areas. It also relieves our other inclusion specialist, allowing for more co-teaching on team. This summer we plan to work on strengthening our sub-separate programs (TASC and RISE) in order to create a better working model.