Norwood Public Schools
Norwood, Massachusetts

Callahan Elementary School
School Improvement Plan
FY 2023-2025

NORWOOD PUBLIC SCHOOLS

Callahan CARES

Cooperative
Active Problem Solver
Respectful
Empathetic
Self Control
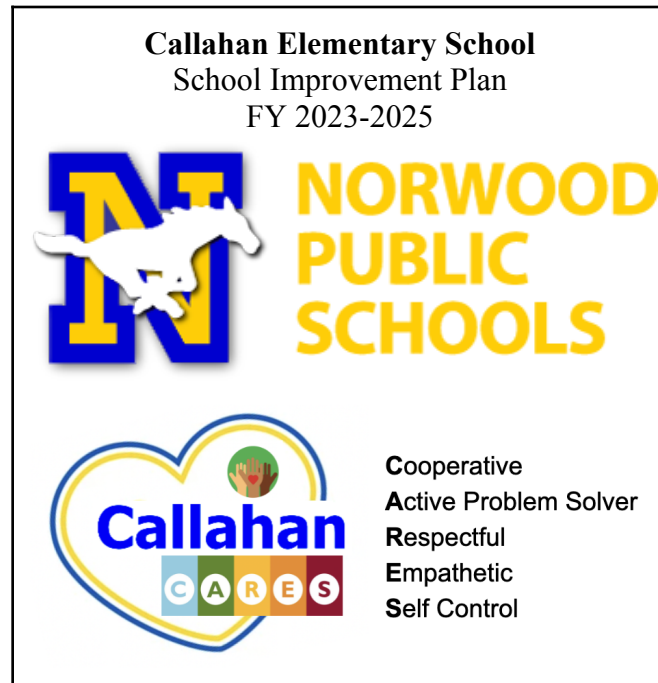
Principal:
Dr. Scarlett Grandt

School Mission Statement:

The vision at Callahan Elementary School is to prepare, motivate, and develop a community of learners who are academically and linguistically proficient, inclusive, and culturally competent. Students will have success for today and be prepared for tomorrow.

School Vision Statement:

Callahan Elementary School students will experience a structured, accepting, and caring environment where students develop a strong appreciation towards learning, self-reflection, independence, and care for others, themselves, and their communities. Our teaching practices are both reflective and responsive to the needs of ALL students. Our community is committed to honor our diversity and socio-emotional strengths to support students to achieve at the highest level.

School Data Snapshot

Selected Populations %

	2018-2019	2019-2020	2020-2021	2021-2022
First Language not English	23.3	27.6	33	28.6
English Language Learner	15	18.2	22.2	13.8
Students with Disabilities	27.2	26.2	22.6	27.2
High Needs	60.2	62.2	61.1	60.7
Economically Disadvantaged	35.4	38.7	37.1	40.6

Average Class Size

	2018-2019	2019-2020	2020-2021	2021-2022
All Grades	17.2	17.4	10.1	17.6

Mobility Rate

	2018-2019	2019-2020	2020-2021	2021-2022
All Grades (Aggregate)	95.5	95	No school data reported	96.4
Limited English Proficient	94.6	97.2	No school data reported	89.8
Students with Disabilities	98.4	97	No school data reported	94.7
Economically Disadvantaged	94.7	94.3	No school data reported	93.6

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	87
Low income	86
English learner (EL) and Former EL	-
Students with disabilities	76
American Indian or Alaskan Native	-
Asian	-
African American/Black	-
Hispanic or Latino	-
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	63

Highlights of Callahan Elementary School's progress in FY 2022-2023 *(200 words max)*:

During the 2022-2023 school year, the Callahan School implemented a schoolwide small-group rotation schedule which allowed classroom teachers, reading specialist, interventionist, inclusion teachers, EL teachers, and instructional paraprofessionals to work collaboratively in providing differentiated small-group instruction to students. In addition, district coordinators were invited to join Common Planning Time (CPT) to discuss best teaching practices and curriculum program implementation strategies. In turn, students at the Callahan School received targeted instruction that aligned with their needs and readiness.

The Callahan School successfully piloted the Callahan CARES program. Callahan CARES has five school values that promote a safe, joyful, and engaging learning environment for all students. Our daily morning announcement includes the CARES pledge and schoolwide expectations are reviewed on a regular basis.

CARES Pledge

Callahan
CARES
Cooperative
Active Problem Solver
Respectful
Empathetic
Self Control

I promise to be a cooperative classmate, an active problem solver, a respectful learner, an empathetic community member, and show self control. I pledge to be the best —— that I can be.

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 - Non-high school			About the Data
Group	**2019 Achievement**	**2022 Achievement**	**N**
All Students	505.4	497.1	143
High needs	500.3	492.2	96
Low income	499.8	490.3	70
EL and Former EL	505.9	502.5	31
Students w/ disabilities	495.8	482.3	49
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	10
Afr. Amer./Black	-	489.9	22
Hispanic/Latino	-	-	12
Multi-race, Non-Hisp./Lat.	-	-	8
Nat. Haw. or Pacif. Isl.	-	-	-
White	506.8	498.8	91

Mathematics achievement - MCAS average composite scaled score - Non-high school			About the Data
Group	**2019 Achievement**	**2022 Achievement**	**N**
All Students	506.2	499.9	142
High needs	499.8	495.0	95
Low income	496.9	492.9	69
EL and Former EL	509.2	507.1	30
Students w/ disabilities	493.8	484.3	49
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	10
Afr. Amer./Black	-	487.5	22
Hispanic/Latino	-	-	11
Multi-race, Non-Hisp./Lat.	-	-	8
Nat. Haw. or Pacif. Isl.	-	-	-
White	507.9	500.7	91

Science achievement - MCAS average composite scaled score - Non-high school			About the Data
Group	**2019 Achievement**	**2022 Achievement**	**N**
All Students	507.0	505.2	48
High needs	-	499.3	34
Low income	-	499.6	24
EL and Former EL	-	-	9
Students w/ disabilities	-	-	19
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	3
Afr. Amer./Black	-	-	7
Hispanic/Latino	-	-	6
Multi-race, Non-Hisp./Lat.	-	-	5
Nat. Haw. or Pacif. Isl.	-	-	-
White	-	503.4	27

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 - Non-high school			About the Data
Group	**2019 Mean SGP**	**2022 Mean SGP**	**N**
All Students	53.5	53.6	92
High needs	51.5	49.9	61
Low income	52.5	51.8	46
EL and Former EL	-	-	18
Students w/ disabilities	54.3	33.5	30
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	8
Afr. Amer./Black	-	-	12
Hispanic/Latino	-	-	8
Multi-race, Non-Hisp./Lat.	-	-	6
Nat. Haw. or Pacif. Isl.	-	-	-
White	55.1	54.1	58

Mathematics growth - Non-high school			About the Data
Group	**2019 Mean SGP**	**2022 Mean SGP**	**N**
All Students	60.6	56.2	91
High needs	53.8	56.7	60
Low income	54.3	54.6	45
EL and Former EL	-	-	17
Students w/ disabilities	58.1	50.5	30
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	8
Afr. Amer./Black	-	-	12
Hispanic/Latino	-	-	7
Multi-race, Non-Hisp./Lat.	-	-	6
Nat. Haw. or Pacif. Isl.	-	-	-
White	65.2	53.8	58

Progress toward attaining English language proficiency - Non-high school			About the Data
Group	**2020 Rate (%)**	**2022 Rate (%)**	**N**
All Students	92.1	88.9	27
High needs	-	-	-
Low income	-	-	-
EL and Former EL	92.1	88.9	27
Students w/ disabilities	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	-
Afr. Amer./Black	-	-	-
Hispanic/Latino	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-
White	-	-	-

NORWOOD PUBLIC SCHOOLS
Callahan Elementary School

Cooperative
Active Problem Solver
Respectful
Empathetic
Self Control

PRIORITY AREAS SUMMARY
2023-2025 SCHOOL IMPROVEMENT PLAN

PRIORITY AREAS
Priority 1: High quality instruction Increase student achievement by strengthening instructional practices. Effectively implement academic and social-emotional curriculum programs.
Priority 2: Effective student support system Implement a structured process to support all students.
Priority 3: Inclusive and culturally responsive practices Create a welcoming environment for all students.
Priority 4: Positive school culture Create a positive school community for students and staff

How will these priorities support the NPS Strategic Plan? (200 words max)

The priorities listed above support the NPS Strategic plan in building capacity within the Callahan staff to foster an affirming equity-oriented school culture and advocate for all Callahan students. Our focus on ongoing and relevant professional development will strengthen instructional practices that are inclusive and culturally responsive and provide data-informed tiered support to meet the needs of our students.

NORWOOD PUBLIC SCHOOLS
Callahan Elementary School

Callahan
CARES

Cooperative
Active Problem Solver
Respectful
Empathetic
Self Control

SCHOOL IMPROVEMENT PLAN

Priority Area #1: High quality instruction			
Increase student achievement by strengthening instructional practices. Effectively implement academic and social-emotional curriculum programs.			
Action Item	**People Responsible**	**Timeline**	**Evidence of Success**
1. Ongoing professional development	Teachers, support staff, principal, district coordinators	2023-2025	PD note catchers, collaborative conversations, Data review
2. Embed academic and social-emotional programs within our small-group model	Teachers, support staff	2023-2025	School schedule
3. Use Common Planning Time to plan collaboratively with grade level teammates, support personnel, coordinators and administrators	Teachers, support staff, district coordinators	2023-2025	CPT note catchers, school schedule
4. Review and use relevant data to inform instruction and intervention	Teachers, support staff, principal, district coordinators	2023-2025	Assessment data, collaborative conversations
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	The Callahan School is on track to effectively implement small-group instruction. Support staff including reading specialist, interventionist, Title I teachers, and paraprofessionals is essential to this model.		

Priority Area #2: Effective student support system

Goal: Implement a structured process to support all students.

Action Item	People Responsible	Timeline	Evidence of Success
1. Use a Multi-tiered support system (MTSS) to support and meet the needs of all students	Teachers, support staff, MTSS team, principal	2023-2025	MTSS notes, classroom intervention data, school schedule, MTSS meeting schedule
2. Maximize our building-based support team and MTSS cycles to identify and provide academic, behavioral and social-emotional supports for students	Teachers, support staff, MTSS team, principal, district coordinators	2023-2025	MTSS protocol, tiered-intervention menu
3. Implement PBIS to cultivate positive school culture and a safe and collaborative learning environment	Teachers, support staff, principal	2023-2025	PBIS protocol, expectation posters, Callahan CARES program
4. Review and use relevant data to inform instruction and intervention	Teachers, support staff, principal, district coordinators	2023-2025	Assessment data, collaborative conversations
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	A MTSS team with teacher and support staff representations is needed to create and implement MTSS protocols, scheduling, and hold MTSS meetings.		

Priority Area #3: Inclusive and culturally responsive practices

Goal: Create a welcoming environment for all students.

Action Item	People Responsible	Timeline	Evidence of Success
1. Ongoing professional development	Teachers, support staff, principal, district coordinators	2023-2025	PD note catchers, collaborative conversations, Data review

Action Item	People Responsible	Timeline	Evidence of Success
2. Embed inclusive and culturally responsive practices in daily instruction	Teachers, support staff	2023-2025	Teaching rubrics, Instructional Rounds, walkthroughs, collaborative conversations
3. Being deliberate about getting to know and understand the knowledge and experiences students have acquired outside of school	All Callahan staff and district personnels	2023-2025	Walkthroughs, collaborative conversations
4. Have conversations about race and equity to coordinate school and district efforts to build an anti-racist community	Teachers, support staff, principal, district coordinators	2023-2025	Ongoing professional development
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Professional development and coaching are needed to improve inclusive and culturally responsive practices at the Callahan School.		

Priority Area #4: Positive school culture			
Goal: Create a positive school community for students and staff			
Action Item	**People Responsible**	**Timeline**	**Evidence of Success**
1. Implement schoolwide programs to promote a sense of belonging for students and staff	All Callahan staff	2023-2025	School schedule, collaborative conversations, Data review, partnership with Callahan PTA and families
2. Empower the Callahan staff to create the conditions for success where open and honest conversations take place in a respectful, transparent and accountable manner	All Callahan staff	2023-2025	School schedule, collaborative conversations, ongoing professional development, partnership with Callahan

			PTA and families
3. Consistently collaborate with colleagues to reinforce both learning and behavioral expectations for all students so we may be a united school community who share the responsibility of all Callahan students	All Callahan staff	2023-2025	School schedule, collaborative conversations, ongoing professional development, partnership with Callahan PTA and families
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?			