

Norwood Public Schools
Norwood, Massachusetts

F.A. Cleveland
School Improvement Plan
ONE-YEAR UPDATE
SY 2023-2024



Principal:
Kerry Hutchins

School Mission Statement:

“The mission of the Frederick A. Cleveland School is to work together as a community to meet the needs of our children as they develop the skills needed to interact with the world. To achieve success and build dreams, students will learn to: become critical thinkers, acquire self-confidence, develop communication skills, show respect for others, value diversity, and become lifelong learners.”

School Data Snapshot

Selected Populations %

	2019-2020	2020-2021	2021-2022	2022-2023
First Language not English	23.7	23.6	25.8	25.0
English Language Learner	12.6	14.1	14.9	12.1
Students with Disabilities	22.2	26.5	23.2	25.3
High Needs	45.5	48.9	23.2	55.1
Economically Disadvantaged	23.1	29.7	51.7	42.3

Average Class Size

	2019-2020	2020-2021	2021-2022	2022-2023
All Grades	18.9		20.5	19.9

Mobility Rate

	2019-2020	2020-2021	2021-2022	2022-2023
All Grades (Aggregate)	94.2	96.1	95.2	
Limited English Proficient	91.1	92.5	92.3	
Students with Disabilities	91.7	98.7	94.5	
Economically Disadvantaged	89.5	89.5	95.0	

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	75
Low-income	70
English learner (EL) and Former EL	-
Students with disabilities	84
American Indian or Alaskan Native	-
Asian	-
African American/Black	-
Hispanic or Latino	-
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	70

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	504.6	500.3	161
High needs	495.2	490.3	84
Low income	494.4	490.2	54
EL and Former EL	497.4	493.1	27
Students w/ disabilities	492.4	484.5	44

American Indian or Alaskan Native	-	-	-
Asian	-	-	10
African American/Black	-	-	12
Hispanic/Latino	-	-	17
Multi-race, Non-Hispanic/Latino	-	-	8
Native Hawaiian or Pacific Islander	-	-	2
White	505.7	502.6	112

Mathematics Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2019 Achievement	2022 Achievement	N
All Students	506.6	504.0	163
High needs	495.3	493.1	87
Low income	495.5	489.4	57
EL and Former EL	498.3	494.8	29
Students w/ disabilities	490.3	487.5	45
American Indian or Alaskan Native	-	-	-
Asian	-	-	10
African American/Black	-	-	12
Hispanic/Latino	-	-	19
Multi-race, Non-Hispanic/Latino	-	-	8
Native Hawaiian or Pacific Islander	-	-	2
White	508.8	507.1	112

Science Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2019 Achievement	2022 Achievement	N
All Students	504.9	498.7	53
High needs	491.2	491.9	27
Low income	-	-	19
EL and Former EL	-	-	8
Students w/ disabilities	-	-	10
American Indian or Alaskan Native	-	-	-

Asian	-	-	3
African American/Black	-	-	4
Hispanic/Latino	-	-	6
Multi-race, Non-Hispanic/Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-
White	505.3	501.1	40

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	50.4	57.9	98
High needs	50.9	59.2	49
Low income	47.4	57.3	32
EL and Former EL	-	-	16
Students w/ disabilities	53.1	59.2	22
American Indian or Alaskan Native	-	-	-
Asian	-	-	5
African American/Black	-	-	6
Hispanic/Latino	-	-	11
Multi-race, Non-Hispanic/Latino	-	-	4
Native Hawaiian or Pacific Islander	-	-	1
White	49.0	57.9	71

Mathematics Growth			
Group	2019 Mean SGP	2022 Mean SGP	N
All Students	61.4	55.2	100
High needs	54.8	52.9	52
Low income	52.5	51.7	35
EL and Former EL	-	-	18

Students w/ disabilities	53.8	48.2	23
American Indian or Alaskan Native	-	-	-
Asian	-	-	5
African American/Black	-	-	6
Hispanic/Latino	-	-	13
Multi-race, Non-Hispanic/Latino	-	-	4
Native Hawaiian or Pacific Islander	-	-	1
White	60.9	53.0	71

NORWOOD PUBLIC SCHOOLS
F.A. Cleveland
PRIORITY AREAS UPDATE FORM
SY 2023-2024

Priority Area #1: Improve the social-emotional well-being of students and staff.

Goal:

To help students develop connections to school, support positive behaviors, and increase academic achievement, the Cleveland School will enhance programs and practices, while promoting the well-being of staff, to enable each student to acquire the knowledge, attitudes, and skills associated with the core competencies for social-emotional 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

- Throughout the year we have continued our CRSP work with Highlander during both PD sessions with Highlander, and during staff meetings, as well as through coaching with our CRSP Champions.
- Over the summer a team came together to research SEL programs, then piloted programs this year. Character Strong was chosen as the new SEL Curriculum. Staff will be trained on September 18, 2023.
- We used several opportunities to tie our professional development into staff well-being. During our first full day staff PD, we had a luncheon together to celebrate a mom-to-be. Throughout the year we had breakfasts and luncheons to celebrate many different life milestones for staff members. We got ready for Unified Spirit week by tie dying shirts together, and made morse code key chains with the word that we needed a little of or what resonated with us at the time.
- Next Steps:
 - Have teachers trained in Character Strong
 - Provide teachers time to plan and implement the Character Strong Curriculum
 - Provide Grade Level teams, as well as across district time to plan and ask questions around Character Strong
 - Continue with CRSP PD through our staff meetings
 - Provide teachers with PD around trauma informed teaching and building a therapeutic classroom

Priority Area #2: Using our culturally responsive training (Highlander), the Cleveland School will create a more equitable and effective school.

Goal:

To become a school environment in which students respect and validate their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths and challenges. To consistently use a varied repertoire of practices to create structured opportunities for each student to meet or exceed curriculum standards and behavioral expectations.

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

We have had several opportunities this year to focus on student and staff self-care and well-being. In continuing our partnership with Highlander, we had three teachers become CRSP Champions; having opportunities to meet and plan with Highlander Staff. Highlander has provided PD for the full staff both virtually and in person throughout the school year. One of the priority areas this year has been to focus on data informed instruction, and targeted small group instruction. PD days, as well as staff meetings have been utilized for this work.

Next Steps

- Create a sustainable master/classroom schedule which supports daily, personalized intervention and enrichment blocks
- Continue CRSP Professional development through our staff meetings and professional development days
- Continue with the Student Experience Survey and analyzing the data
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Priority Area #3: By 2024, the Cleveland School will have a more inclusionary model of educating students.

Goal:

Students of all abilities will be housed in the inclusion classroom setting and will receive instruction in that classroom to the largest extent possible. When necessary, students will be pulled out of the inclusion setting for services, but only after all other options have been examined.

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

The PLC staff and classroom teachers have been working collaboratively to ensure that the PLC students are in the general education classroom as much as possible. This may vary depending on circumstances on a given day. However staff is implemented in a way that is based on an individual need for how the students are included in the general education setting.

Next Steps:

- Working with the Assistant Special Education Director to delve into our current IEPs and services
- PD for staff around inclusive practices

Priority Area #4: The Cleveland School will fully implement the new Science program into Grades 3-5

Goal:

Increasing our students ability to ask questions, collect information, organize and test ideas, solve problems, and apply what is learned.

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

Teachers in grades 3-5 have had professional development opportunities this year with the Science Curriculum Coordinator around Stem Scopes. Grade level teams across the district had the opportunity to meet and share their struggles, success, ask questions and plan together. The Science Curriculum Coordinator has met with grade level teams during common planning to offer support in planning the upcoming units/lessons, as well as modeling and observing lessons.

Next Steps:

- Teachers will continue with Stem Scopes professional development from the Science Curriculum Coordinator
- Scheduled Common Planning meetings with the Science Curriculum Coordinator
- Grade Level time district wide to plan units