

Norwood Public Schools
Norwood, Massachusetts

Prescott School
School Improvement Plan
ONE-YEAR UPDATE
SY 2023-2024



Principal:
Bryan W. Riley

School Mission Statement:

The Prescott School Community is dedicated to creating and nurturing a school environment that supports a community of learners and a love of life-long learning. Providing instruction and programs that result in academic excellence for all children is a primary goal of the Prescott School. The programs are designed to meet the individual needs of children and to enable them to develop to their full potential in an environment that is safe and secure. Our curriculum will encourage students to act as responsible citizens, to respect the rights and beliefs of others, to understand and appreciate cultural diversity and to resolve conflicts peacefully. High priorities of the Prescott School are to educate students to think critically and creatively, to read with understanding, to develop mathematical and problem-solving skills, to communicate their thoughts clearly both orally and in writing and to apply computer technology to learning.

School Data Snapshot

Selected Populations %

	2019-2020	2020-2021	2021-2022	2022-2023
First Language not English	44.4	45.7	41.3	42.4
English Language Learner	18.4	20.9	18.9	18.9
Students with Disabilities	17.2	15.5	17.8	16.9
High Needs	50.2	54.7	55.2	56.8
Economically Disadvantaged	15.7	18.6	27	30.5

Average Class Size

	2019-2020	2020-2021	2021-2022	2022-2023
All Grades	19.3	19.3	17.3	18.4

Mobility Rate

	2019-2020	2020-2021	2021-2022	2022-2023
All Grades (Aggregate)	89.3	92.5	88.1	
Limited English Proficient	77.1	87	80.8	
Students with Disabilities	95.9	100	94.5	
Economically Disadvantaged	92.1	87.5	85	

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	82
Low-income	87
English learner (EL) and Former EL	84
Students with disabilities	-
American Indian or Alaskan Native	-
Asian	-
African American/Black	-
Hispanic or Latino	-
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	68

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	511.3	501.9	129
High needs	503.3	495.5	71
Low income	-	495.6	34
EL and Former EL	507.6	495.6	41
Students w/ disabilities	496.3	488.1	27

American Indian or Alaskan Native	-	-	1
Asian	-	-	35
African American/Black	-	-	9
Hispanic/Latino	-	-	17
Multi-race, Non-Hispanic/Latino	-	-	1
Native Hawaiian or Pacific Islander	-	-	2
White	511.0	501.3	64

Mathematics Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2019 Achievement	2022 Achievement	N
All Students	509.1	504.2	129
High needs	498.1	498.1	71
Low income	-	495.1	34
EL and Former EL	506.9	497.1	41
Students w/ disabilities	487.5	489.4	27
American Indian or Alaskan Native	-	-	1
Asian	-	516.1	35
African American/Black	-	-	9
Hispanic/Latino	-	-	17
Multi-race, Non-Hispanic/Latino	-	-	1
Native Hawaiian or Pacific Islander	-	-	2
White	510.1	502.7	64

Science Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2019 Achievement	2022 Achievement	N
All Students	507.0	503.3	46
High needs	-	497.5	24
Low income	-	-	8
EL and Former EL	-	-	12
Students w/ disabilities	-	-	12
American Indian or Alaskan Native	508.8	504.1	-

Asian	-	-	10
African American/Black	-	-	2
Hispanic/Latino	-	-	6
Multi-race, Non-Hispanic/Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-
White	-	-	28

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	44.5	47.5	86
High needs	45.5	43.9	43
Low income	-	41.2	21
EL and Former EL	-	45.9	20
Students w/ disabilities	-	-	18
American Indian or Alaskan Native	-	-	-
Asian	-	-	18
African American/Black	-	-	6
Hispanic/Latino	-	-	10
Multi-race, Non-Hispanic/Latino	-	-	1
Native Hawaiian or Pacific Islander	-	-	2
White	44.9	49.9	49

Mathematics Growth			
Group	2019 Mean SGP	2022 Mean SGP	N
All Students	48.4	56.0	86
High needs	43.6	55.0	43
Low income	-	58.8	21
EL and Former EL	-	57.4	20

Students w/ disabilities	-	-	18
American Indian or Alaskan Native	-	-	-
Asian	-	-	18
African American/Black	-	—	6
Hispanic/Latino	-	-	10
Multi-race, Non-Hispanic/Latino	-	-	1
Native Hawaiian or Pacific Islander	-	-	2
White	49.5	53.5	49

NORWOOD PUBLIC SCHOOLS
Prescott School
PRIORITY AREAS UPDATE FORM
SY 2023-2024

Priority Area #1: RTI/MTSS Program (Strategic Plan 3.6)

Goal: To analyze existing practices and protocols around Response to Intervention (RTI) and Multi-Tiered Systems of Support (MTSS) and revise to ensure ensure the RTI/MTSS program addresses academic, behavioral, and social emotional needs, including attention to attendance, on-track indicators, and measures of progress.

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

This school year has been focused on two primary goals in this Priority Area including understanding and utilizing a common data protocol for all staff and refining our MTSS/RTI process to align with best practices including the identification of Tier 2 and 3 instructional tools that both specialists and classroom teachers can use to support students who struggle in specific areas. Our MTSS/RTI Team has spent time adjusting our referral process including how data is shared and collected and how students are progress monitored throughout the school year. These data sources include Renaissance benchmark assessments and progress monitoring tools, Foundations Unit Tests and Myview/EnVision formative assessments. In the original 2022-2024 Prescott School Improvement Plan, we identified the need for a flow chart to be created to help guide teachers in the full utilization of the MTSS/RTI program. This work will likely begin in Spring 2023 and be completed in Fall 2023.

Next Steps

- We have established (Spring 2023) a scheduling team at Prescott inclusive of classroom teachers, inclusion teachers and EL teachers who will be examining how to best structure learning blocks across grade levels and maximize support that is provided.
- Continue to build on the successful data structures we have utilized during half day PD sessions and staff meetings throughout the year.

Priority Area #2: Professional Learning Community (Strategic Plan 3.3, 3.4)

Goal: Continue to establish a robust professional learning community at Prescott School inclusive of examination of current teaching practices, vertical articulation and survey of current teaching practices.

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 were excited this year to begin a Prescott-Balch Professional Learning Community where two sets of teachers (early childhood and EL) partnered up for the year and visited each other's classrooms, had common planning time and were able to have targeted conversations about how to improve their instructional practice. This was the first time a partnership such as this has happened in the elementary schools in Norwood and is a great first step in continuing to ensure consistency and collaboration across schools. Additionally, all elementary teachers had the opportunity to spend a full day with grade level colleagues on November 8, 2022. Half of this day included content specific information from elementary curriculum coordinators and the other half of the day was an opportunity for teachers to determine their own plan for use of time together. This continued to strengthen our vertical teams across elementary schools in Norwood.

Specifically at Prescott School, our instructional leadership team discussed the podcast “Sold A Story” around foundational reading practices and the shift in how reading is taught. We had classroom teachers, specialists and resource teachers engage in these conversations and reflected not only on where reading instruction has come, but also some of the challenges that we will likely face in the future. As an elementary team, we feel that NPS is in a great position with both our Haggerty and Foundations programs at the early childhood levels to support what is now labeled as “Science of Reading”.

Next Steps

- Determine specific areas of interest for our Prescott Team for Spring 2023 and Fall 2023 PLC book/literature studies
- Prescott Scheduling team will examine opportunities for additional Prescott specific vertical alignment during shared Common Planning Time each month

Priority Area #3: Implementation of Science Program (Strategic Plan 3.4)

Goal: Allow teachers to gain proficiency in the new Science-Technology-Engineering program as adopted by the district wide STE Committee through effective professional development and common implementation 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

This year, Grades 3-5 adopted the new STEMScopes program after the curriculum adoption process last Spring. This school year there was both formal training on the STEMScopes program provided by the Elementary Science Coordinator (September 2022) as well as multiple opportunities for grades 3-5 teachers to plan and discuss at both the school/grade level and district level (November 8, 2022 and throughout). These professional learning opportunities were done during professional development days as well as grade level common planning times at the school. In many instances, these conversations are co-facilitated by the building principal and Elementary Science Coordinator.

Grades 1-2 have maintained Mystery Science as their core science program and this will continue into next school year. There have been multiple opportunities for students to engage in project based learning around science topics in the early childhood grades. This has included examining plant structures, planting seeds and making predictions around how seeds will grow. Fortunately, teachers in grades 1-2 are comfortable with the Mystery Science program as it has been utilized for multiple years and teachers will continue to find ways for kids to engage in project based learning in their classrooms around science.

Next Steps

- Solicit feedback from 3-5 teachers (STEMScopes) and 1-2 teachers (Mystery Science) around needs for PD for the 2023-2024 school year
- Examine opportunities (such as Summer Work) for grade 1-2 teachers to develop common project based learning elements that could be utilized to deepen understanding of scientific concepts.

Priority Area #4: School Based Communication Analysis (Strategic Plan 5.3)

Goal: Establish clear and consistent culturally proficient communication with all members of the school community through evaluation of existing communication structures and make adjustments based on stakeholder input.

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

This year NPS rolled out a new communications platform, ParentSquare. This platform allowed for messages to be received via the phone application, email and text. Additionally, it allowed for parents to be able to choose a daily digest or immediate delivery of communications from school. This year, Prescott School Council developed a “Family Communications Survey” and provided it to all families. The survey was translated into multiple languages and provided both digitally and via paper copy. As of late April, the Prescott School Council was in the process of examining the data and preparing to share it with staff and our community. We had over 110 responses to the survey and are happy with the quality of open ended responses that we feel will help improve how we engage with families.

This year (March 2023) we also had a Family STEM Night where we invited many community organizations (Conservation Commission, Trails Committee, NHS) to participate and share information with families. Additionally, we have plans to invite the Morrill Memorial Library in to ensure that all kids (and families) have library cards to access books over the summer. Finally, this past year the Windsor Gardens community room suffered significant damage in a fire. Therefore, our goal of having an event in the Windsor Gardens community has not taken place. We plan on visiting the complex in June to informally provide summer learning materials for families and other resources much like we did during the pandemic. During the pandemic, Principal Riley and a few teachers would frequently operate out of the trunk of one of our cars (literally) and provide additional practice resources, math manipulatives or answer questions for families. We were also known to bring popsicles with us! Despite the loss of the only community room at Windsor Gardens, we are still looking to bring the Prescott School to Windsor Gardens before the end of this school year.

Next Steps

- Develop plan to share Family Communication Survey with the Prescott Community and develop clear next steps (Spring 2023-Summer 2023)