



Cleveland School

SCHOOL
IMPROVEMENT
PLAN

2022-2024

Principal:
Kerry Hutchins

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

Demographics

Enrollment by Gender

	2018-2019	2019-2020	2021-2022	2022-2023
Male	177	192	167	163
Female	150	142	135	157
Total	327	334	302	320

Enrollment by Race/Ethnicity %

Race	2018-2019	2019-2020	2021-2022	2022-2023
African American	8.6	5.4	7.6	7.5
Asian	7.0	7.5	6.0	4.4
Hispanic	8.0	9.9	13.2	17.5
Native American	0	0	0.0	0
White	72.2	73.4	67.9	63.4
Native Hawaiian, Pacific Islander	0.6	0.3	1.0	0.9
Multi-Race, Non-Hispanic	3.7	3.6	4.3	5.6

Selected Populations %

	2018-2019	2019-2020	2021-2022	2022-2023
First Language not English	23.2	23.7	25.8	24.3
Limited English Proficient	13.5	12.6	14.9	15.9
Low Income	22.6	23.1	32.5	29.4
Retentions	1.9	1.2	0.0	0.0
Special Education (total)	22.9	22.2	23.2	25.3
High Needs	46.8	45.5	51.7	48.1

Average Class Size

	2018-2019	2019-2020	2021-2022	2022-2023
All Grades	19.5	18.9	20.5	19.9
	2018-2019	2019-20	2021-2022	2022-2023
All Grades (Aggregate)	96.7	94.2	95.2	
Limited English Proficient	86.7	91.1	92.3	
Special Education	98.9	91.7	94.5	
Low Income	92.9	89.5	95.0	

Next Generation MCAS

MCAS Test of Spring 2022									
Grade and Subject	Meeting or Exceeding Expectations		Meeting Expectation		Partially Meeting Expectations		Not Meeting Expectations		Students Included
	School	State	School	State	School	State	School	State	
Grade 3 ELA	58	44	49	38	33	41	9	15	57
Grade 3 Math	60	41	44	35	33	39	7	20	57
Grade 4 ELA	58	38	56	34	36	46	6	16	50
Grade 4 Math	49	42	37	37	45	40	6	17	51
Grade 5 ELA	48	41	48	36	44	46	7	13	54
Grade 5 Math	58	36	51	32	29	48	13	16	55
Grade 5 Science	49	43	43	36	40	40	11	18	53

MCAS Test of Spring 2021									
Grade and Subject	Meeting or Exceeding Expectations		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
Grade 3 ELA	49	1	37	41	43	39	8	10	49
Grade 3 Math	43	33	33	28	43	40	14	26	49
Grade 4 ELA	62	49	56	43	33	38	5	13	55
Grade 4 Math	51	33	44	29	38	43	11	24	55
Grade 5 ELA	51	47	42	39	41	41	8	12	71
Grade 5 Math	53	33	47	29	37	47	11	20	71
Grade 5 Science	49	42	41	36	38	39	13	19	71

MCAS/ Test of Spring 2019									
Grade and Subject	Exceeding Expectations		Meeting Expectations		Partially Meeting		Not Meeting		Students Included
	School	State	School	State	School	State	School	State	
Grade 3 ELA	11	10	55	46	32	36	3	8	75
Grade 3 Math	7	9	57	40	31	38	5	13	75
Grade 4 ELA	1	9	51	43	41	39	6	9	68
Grade 4 Math	13	8	50	41	34	39	3	12	68
Grade 5 ELA	4	7	55	45	32	39	9	9	47
Grade 5 Math	15	6	54	43	24	42	7	10	46
Grade 5 Science	9	8	52	40	28	39	11	12	46

MCAS/ Test of Spring 2018									
Grade and Subject	Exceeding Expectations		Meeting Expectations		Partially Meeting		Not Meeting		Students Included
	School	State	School	State	School	State	School	State	

Grade 3 ELA	3	9	50	43	45	41	2	7	66
Grade 3 Math	18	10	40	40	34	38	8	12	65
Grade 4 ELA	13	10	49	43	23	38	13	9	53
Grade 4 Math	15	7	51	41	23	39	13	13	53
Grade 5 ELA	3	6	57	48	38	38	1	8	67
Grade 5 Math	10	5	45	41	40	40	4	10	67
Grade 5 Science	12	18	27	30	51	51	10	13	67

NORWOOD PUBLIC SCHOOLS
PRIORITY AREAS
OF THE
2022-2024 SCHOOL IMPROVEMENT PLAN

PRIORITY AREAS
<p>1. <u>Improve the social-emotional well-being of students and staff:</u> 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.</p>

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

3. By 2024, the Cleveland School will have a more inclusionary model of educating students: 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.

4. Science: The Cleveland School will fully implement the new Science program into Grades 3-5 increasing our students ability to ask questions, collect information, organize and test ideas, solve problems, and apply what is learned.

NORWOOD PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN OF THE PRINCIPAL AND SCHOOL COUNCIL

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
<p><u>Goal 1</u></p> <ul style="list-style-type: none"> • Use available staff meeting and PD time for team building, staff self-care, and continued work on supporting students with anxiety, and trauma histories • Increase awareness and implementation of culturally responsive practices • Provide time to revise and develop units of study to integrate SEL into the curriculum • Create opportunities for staff to practice and share self-care strategies such as: <ul style="list-style-type: none"> Staff breakfast/lunch Friday morning coffee Yoga, meditation, music Grade level get-togethers 	<p>Noreen O’Hear (SAC), Principal, Teachers</p> <p>District PD, Principal, Teachers</p> <p>District PD, Principal, Teachers</p> <p>Principal, Teachers, Paraprofessionals</p>	<p>September –November 2022</p> <p>October-April 2023</p> <p>November-December 2022</p> <p>September - 2023–June 2023</p>	<p>Increase teacher collaboration Increase student performance</p> <p>Increase student availability for learning</p> <p>CORE Values will be visible in every classroom.</p> <p>Improvement will be seen in both social/emotional performance of staff</p>

<p><u>Goal 2</u></p> <ul style="list-style-type: none"> • Develop a deeper understanding of our students' and families' background, identity, language, strengths and challenges through surveys and parent/guardian focus groups • Engage in professional learning opportunities to deepen our understanding of how to support all learners (ie, Universal Design for Learning, Personalized Learning and Interventionists) • Create a sustainable master/classroom schedule which supports daily, personalized intervention and enrichment blocks • Pilot Culturally Responsive & Sustaining Pedagogy (CRSP) strategies into classrooms/school • Solicit student feedback on learning experiences & collaboratively make decisions about how best to meet the needs of all students based on their experiences 	<p>School Council, Student Council, PTO, and Staff</p> <p>Cleveland Leadership Team, Special Education Staff, Teachers, Paras</p> <p>Director of Fine Arts, Principals, Staff</p> <p>Principal, Teachers, SAC,</p> <p>Principal, Teachers, Paras, Students</p>	<p>Fall 2022</p> <p>Fall 2022-Spring 2023</p> <p>Spring 2022-Fall 2022</p> <p>Ongoing 2022-2024</p> <p>Fall 2022</p>	<p>Data collected from surveys and focus groups</p> <p>Assessment Data (STAR, MCAS, DRA, Writing Prompts and EDM Assessments</p> <p>Schedules, feedback from staff</p> <p>Self-directed learners, culture of trust and belonging</p> <p>Improve relationships, student insight, plan of action to improve classroom experiences</p>
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<p><u>Goal 3</u></p> <ul style="list-style-type: none"> Professional Development for all staff around inclusionary practices Examine practices, both at the administration and classroom level, to ensure that inclusionary practices are in place Develop a master schedule that supports collaboration among teachers, and the inclusion model Increase participation of students in the Pragmatic Learning Classrooms (PLC) into the general education classroom 	<p>Special Ed. Staff, Principal, Teachers, Paraprofessionals, ELL staff</p> <p>Principal, Educational Team Leader, Teachers, Interventionist</p> <p>Administrative staff, Teachers, Principal, Interventionist</p> <p>PLC Teachers, Special Ed.Staff, Paras, Principal, Interventionist, Title 1, ELL Teachers</p>	<p>September -December 2022</p> <p>September 2022-November 2022</p> <p>June 2022-September 2022</p> <p>September 2022-June 2024</p>	<p>Teachers will attend Professional Development training on Tier I and Tier II instruction.</p> <p>Classroom rosters and schedules will reflect a more inclusionary model of teaching and collaboration.</p> <p>Master schedule will reflect CPT for grade-level teams, including Special Education staff. An intervention block will also be built into the schedule to support MTSS.</p> <p>Improvement will be seen in both social emotional and academic achievement of all students.</p>

<p><u>Goal 4</u></p> <ul style="list-style-type: none"> Utilize the support of our Science Coordinator to provide real time Professional Development and supports to educators as they continue to incorporate UDL into their practice to personalize learning in Science Design and implement high-quality project-based interdisciplinary units at each grade level Identify and nurture connections to make learning personal and relevant for all students Create scaffolds for English Language Learners that help students develop their own questions, and work collaboratively with peers Educators and educator teams will consistently monitor student data to inform instruction using both formal and informal assessments 	<p>Science Coordinator, Principal, Staff, Professional Development</p> <p>Science Coordinator, Teachers, grade level teams, Principal</p> <p>Classroom teachers, Paras, Principal, staff</p> <p>ELL Staff, Paras, Teachers, Interventionist</p> <p>Teachers, Special Educators, ELL Staff, Principal</p>	<p>September 2022- June 2024</p> <p>September 2022- June 2024</p> <p>September 2022- June 2024</p> <p>September 2022- June 2024</p> <p>September 2022- June 2024</p>	<p>Project-based learning, culturally responsive pedagogy and student centered classrooms</p> <p>Opportunities to showcase work, strengthen learning community</p> <p>More engaged and independent learners; more curious and challenged learners</p> <p>More confident ELL students, creative and critical thinkers</p> <p>Improvement will be seen in school-wide assessments grades 3-5</p>

PROJECTED PROFESSIONAL DEVELOPMENT and DATA MEETINGS 2020-2021	
September	9/7 Staff Meeting; 9/1 Professional Development, Half Day; 9/29 Staff Meeting; 9/21 School Council; 9/29 PTA Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45 am -9:15 am
October	10/25 Professional Development, Half Day; 10/7 Staff Meeting; 10/5 School Council; 10/27 PTA; 10/19 Staff Meeting; Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15
November	11/16 Professional Development, Half Day; 11/2 Staff Meeting; 11/13 Parent Conferences; 11/24 School Council; 11/24 PTA; 11/30 Staff Meeting Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15
December	12/7 Staff Meeting; 12/21 Staff Meeting Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15
January	1/3 Professional Development, Full Day; 1/4 Staff Meeting; 1/26 School Council; 1/26 PTA; 1/18 Staff Meeting Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15
February	2/2 Professional Development, ½ Day; 2/1 Staff Meeting; 2/23 School Council; 2/23 PTA, 2/15 Staff Meeting Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15
March	3/4 Parent Conferences; 3/1 Staff Meeting; 3/30 School Council; 3/30 PTA; 3/15 Staff Meeting Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15
April	4/1 Professional Development, ½ day; 4/5 Staff Meeting; 4/27 PTA; 4/27 School Council; 4/26 Staff Meeting Special Education Meetings are held each week on Thursdays which the

	Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15
May	5/3 Staff Meeting; 5/6 Professional Development ½ Day; 5/19 Staff Meeting; 5/19 School Council; 5/25 PTA; Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15
June	TBD School Council; TBD PTA; 6/7 Staff Meeting; Special Education Meetings are held each week on Thursdays which the Principal attends. Administrative meetings are held twice a month on Wednesdays. Student Support Team Meetings (Response to Intervention) Fridays 8:45-9:15