

Norwood Public Schools
Norwood, Massachusetts

John P. Oldham Elementary School
School Improvement Plan
FY 2023-2025



Principal:
Steven Olsen

School Mission Statement: The mission of the John P. Oldham School is to provide all students with the tools necessary to become lifelong learners through a challenging education focused on intellectual, emotional, and social development. The students will strive to reach high standards that maximize personal potential with support from dedicated teachers, parents and school community members.

School Data Snapshot

Selected Populations %

	2018-2019	2019-2020	2020-2021	2021-2022
First Language not English	13.4	19.1	22.4	20
English Language Learner	7.1	12	13.8	14.9
Students with Disabilities	23.9	24.3	22.8	27.3
High Needs	23.7	47.8	50.4	56
Economically Disadvantaged	18.5	22.7	30.1	39.6

Average Class Size

	2018-2019	2019-2020	2020-2021	2021-2022
All Grades	19.8	21.58	21	16.8

Mobility Rate

	2018-2019	2019-2020	2020-2021	2021-2022
All Grades (Aggregate)	92.5	97.1	94.8	
Limited English Proficient	78.6	89.5	96.6	
Students with Disabilities	95	97.1	97	
Economically Disadvantaged	88	91.7	92.1	

Accountability Measures

2022 Accountability Report

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	67
Low-income	52
English learner (EL) and Former EL	-
Students with disabilities	79
American Indian or Alaskan Native	-
Asian	-
African American/Black	-
Hispanic or Latino	-
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	61

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	504.2	495.2	139

High needs	498.6	489.5	84
Low income	498.5	487.4	59
EL and Former EL	-	482.8	24
Students w/ disabilities	496.2	488.4	43
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	7
Afr. Amer./Black	-	485.0	22
Hispanic/Latino	-	481.6	22
Multi-race, Non-Hisp./Lat.	-	-	3
Nat. Haw. or Pacif. Isl.	-	-	-
White	507.1	501.7	85

Mathematics Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2019 Achievement	2022 Achievement	N
All Students	506.2	499.6	139
High needs	500.9	496.2	84
Low income	497.5	493.9	59
EL and Former EL	-	495.1	24

Students w/ disabilities	498.6	495.7	43
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	7
Afr. Amer./Black	-	490.4	22
Hispanic/Latino	-	488.7	22
Multi-race, Non-Hisp./Lat.	-	-	3
Nat. Haw. or Pacif. Isl.	-	-	-
White	508.8	504.7	85

Science Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2019 Achievement	2022 Achievement	N
All Students	496.3	492.3	47
High needs	490.8	486.8	34
Low income	-	482.5	24
EL and Former EL	-	-	10
Students w/ disabilities	-	481.7	20
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	2

Afr. Amer./Black	-	-	9
Hispanic/Latino	-	-	10
Multi-race, Non-Hisp./Lat.	-	-	3
Nat. Haw. or Pacif. Isl.	-	-	-
White	503.0	502.0	23

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	48.1	46.8	91
High needs	46.4	43.1	57
Low income		42.0	39
EL and Former EL	-	-	17
Students w/ disabilities	41.1	40.5	29
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	4
Afr. Amer./Black	-	-	18
Hispanic/Latino	-	-	13

Multi-race, Non-Hisp./Lat.	-	-	3
Nat. Haw. or Pacif. Isl.	-	-	-
White	50.4	52.0	53

Mathematics Growth			
Group	2019 Mean SGP	2022 Mean SGP	N
All Students	53.8	55.5	91
High needs	53.2	54.0	57
Low income		57.3	39
EL and Former EL	-	-	17
Students w/ disabilities	49.6	42.2	29
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	4
Afr. Amer./Black	-	-	18
Hispanic/Latino	-	-	13
Multi-race, Non-Hisp./Lat.	-	-	3
Nat. Haw. or Pacif. Isl.	-	-	-
White	52.4	54.0	53

Please share highlights of your school's progress in FY' 2022-2023 (200 words max):

During the 2021/22 school year the Oldham community continued to TROT to success. The school wide behavioral expectations took hold and we were able to use information gathered from the behavior forms to develop a pilot Restorative In-School Education program. This allowed us to provide some tier 2 support for students who were having difficulty regulating their emotions and/or following the school wide expectations. We are excited to continue to hone our use of data and provide more tiered levels of support while we align the Character Strong curriculum with our expectations. We fully implemented schoolwide Professional Learning around the use of Reading data to provide solid tiers of support. We created a robust MTSS system that allowed us to provide students with increased levels of support through a data analysis protocol. The impact showed in our growth scores. The PTO and staff added a STEAM night and a Spring Fair this school year to enhance family engagement even further. Finally, we worked closely with Highlander to ensure our CRSP learning was infused into our practice and look forward to continuing that important work.

NORWOOD PUBLIC SCHOOLS
John P. Oldham Elementary School
PRIORITY AREAS SUMMARY
2023-2025 SCHOOL IMPROVEMENT PLAN

PRIORITY AREAS	
Priority Area #1:	Create a positive, welcoming, cohesive and enthusiastic school community
Priority Area #2:	Utilize data to continually analyze student growth in order to develop appropriate intervention plans for students
Priority Area #3:	Strength SEL instruction in all tiers while utilizing the MTSS process

How will these priorities support the NPS Strategic Plan?

The Oldham Priority Areas align with Strategic Objective 3 (Innovative Instruction and Personalized Learning) and 5 (Safe and Supportive Schools). Specifically, Priority Area #1 aligns with 5.1, 5.2, and 5.3. Our idea of a positive, welcoming, cohesive and enthusiastic school community is grounded in high quality SEL instruction, culturally responsive practices and culturally competent parent engagement. Priority Area #2 aligns with 3.3 and 3.6. We grounded our ELA work in high quality professional development focused on data analysis to provide targeted instruction in all tiers. Priority Area #2 aligns with 3.1, 3.3, and 5.1. Considering our new curriculum, it is important to provide high quality professional development for tier one instruction, while infusing data sources to begin working on utilizing data to provide additional tiered levels of support for our students.

NORWOOD PUBLIC SCHOOLS
John P. Oldham Elementary School
SCHOOL IMPROVEMENT PLAN

ACTION PLAN: For each objective listed on the previous page, please describe a plan for improvement. The plan should include a list of activities; who will be involved; and over what time frames the problem will be addressed. A clear, concise explanation of how the improvement sought will be measured should be a part of this plan.

Priority Area #1: Create a positive, welcoming, cohesive and enthusiastic school community (Strategic Initiatives 5.1, 5.2, 5.3)

Action Item	People Responsible	Timeline	Evidence of Success
Form a Diversity Sub Committee that includes staff and family members and mirrors the diversity of our school community	Principal	Fall 2023	Sub committee formed
Hold a Diversity Family Event that welcomes all families to share their culture and learn about others	Diversity Sub Committee	23/24 SY	Successful Event held and well attended
Being deliberate about getting to know and understand the knowledge and experiences students have acquired outside of school: Hold a diversity fest that allows each student in a classroom to present themselves and the important aspects of their life and culture.	Diversity Sub Committee	Winter/Spring 24	Successful Event that all students participate in Increase in applicable SES data- specifically around seeing my culture and seeing other cultures
Increase Parent Engagement by creating engaging and pertinent events for parents and families to attend	PTO	2023-2025	Hold at least 4 events each academic year
Create and implement a teaching plan for the Oldham School Wide Expectations (TROT) utilizing the new Character Strong Curriculum	Principal, SAC, staff	2023	Updated SWE plan with alignment to new curriculum
Infusing mindfulness strategies learned in Shine Bright into the Learning Pit information	Principal, SAC, staff	2023	Increase in SES data around working through frustrations
All correspondences to families will be sent through Parent Square to allow for translation. Any PDFs will include all home languages	Principal, PTO, staff	2023-2025	All correspondences are available in a families home language
Explore ESL instruction for adults in the community	Diversity Committee	2024-2025	Offer ESL instruction to adults in our community

Embed inclusive and culturally responsive practices in daily instruction and continue to infuse literature that mirrors our population and the population of our community	All staff	2023-2025	Increase in all SES data around CRSP practices
Have conversations about race and equity to enhance school and district efforts to build an anti-racist community	All staff	2023-2025	Increase in all SES data around CRSP practices
Institute peer model program in the PACS classroom using grade 4 and 5 students	Principal	2023	Successful program
Infuse literature and conversations around different learning styles, ability levels, disabilities, etc to enhance school and district efforts to build an inclusive community	Diversity Committee	2024-2025	Books utilized in all classes
Build staff capacity around understanding Trauma Informed Teaching Practices and incorporate those practices into our daily instruction	District PD, Principal, Staff	2023-2025	Trauma Informed Teaching Practices implemented
Continue to produce and share the Scoop to highlight positivity and excite students about Oldham Elementary School	Instructional Technology Specialist and Principal	2023-2025	Weekly Scoops produced and viewed by all
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Funds for identified literature and district PD funds for Trauma Informed Teaching Practices		

Priority Area #2: Utilize data to continually analyze student growth in order to develop appropriate intervention plans for students (Strategic Initiatives 3.3 and 3.6)			
Action Item	People Responsible	Timeline	Evidence of Success
Utilize formalized ELA data meeting structure for Math including entire school data review, grade level/team data review and individual educator data review	Principal, Elementary Math Curriculum Coordinator, and Interventionist	2023-2025	Data protocols for all listed
Replicate ELA MTSS structure in Math	Principal, Elementary Math Curriculum Coordinator, and Interventionist	2023-2025	Fully functioning Math MTSS process
Create intervention blocks for Math	Principal, Elementary Math Curriculum Coordinator, and Interventionist	2023-2025	Intervention blocks created
Focus on small group formation and implementation in Math	Principal, Elementary Math Curriculum Coordinator, and Interventionist	2023-2025	Increased growth rates for students in Math benchmark testing
Utilize data analysis protocol to track success of all tier 2 and 3 interventions in ELA and Math	Principal and Staff	2023-2025	Protocol created
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	None		

Priority Area #3: Strength SEL instruction in all tiers while utilizing the MTSS process(Strategic Initiatives 3.1, 3.3, 5.1)			
Action Item	People Responsible	Timeline	Evidence of Success
Attend all Character Strong PD and fully implement the SEL curriculum	Staff	2023-2024	All attend PD sessions
Create an Social Emotional Learning Instructional Learning Team (SEL ILT)	Principal and SAC	Fall 2023	Team created
Implement a system to track student behavioral data	SEL ILT		
Track student behavioral data	SEL ILT	Winter 2023-2025	SEL ILT meet to track student data
Create an MTSS process for SEL concerns	SEL ILT	Spring 2024	Functioning MTSS process
Create tiered levels of support for students to think about behavior and create restorative plans	SEL ILT	Spring 2024	Defined and utilized instruction for all tiers (1, 2, and 3)
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	District PD funds for Character Strong Training. Potential Summer PD funds for SEL ILT.		