

Norwood Public Schools
Norwood, Massachusetts

Balch Elementary School

SCHOOL IMPROVEMENT PLAN UPDATES

2016-2018

Year 2

Principal: Diane Ferreira

Mission Statement:

Our mission is to insure that all students achieve at high levels and are well-prepared as they further pursue their education.

Through the cooperation of parents and educators, the Balch School strives to provide our children a quality education that will foster a lifetime desire and ability for learning along with the confidence and skills to succeed in an ever-changing world.

We believe this mission must be pursued with compassion and caring for the strengths, weaknesses, and uniqueness of each child. Learning should be an enjoyable and rewarding experience. We hope that all students will leave the Balch School with a deep appreciation of the value of a good education.

In pursuit of this mission, the Balch School endeavors to help all students achieve the following educational and personal development goals:

- Develop the intellectual abilities of logical, critical, and creative thinking.
- Become proficient in the basic communication skills of reading, writing, speaking, and listening.
- Acquire a broad range of knowledge through the directed study of all core disciplines.
- Promote self-confidence, the desire and ability to achieve and pride in good workmanship.
- Promote good citizenship and character through respect for self and others, safety in work and play, and responsible behavior

SCHOOL DATA

Demographics

Enrollment by Gender

	2014-2015	2015-2016	2016-2017
Male	161	152	144
Female	138	141	141
Total	302	293	285

Enrollment by Race/Ethnicity %

Race	2014-2015	2015-2016	2016-2017
African American	12.4	10.9	10.9
Asian	5.4	4.4	3.5
Hispanic	24.4	27.3	27.4
Native American	0.0	0.0	0.0
White	55.5	54.3	55.1

Selected Populations %

	2014-2015	2015-2016	2016-2017
First Language not English	34.1	32.4	32.6
Limited English Proficient	12.4	14.7	16.8
Economically disadvantaged	48	34	35.1
Retentions	0.0	.05	0.0
Special Education (total)	16.0	20.5	20.7

Average Class Size

	2014-2015	2015-2016	2016-2017
All Grades	21.5	18.8	17.8
	Mobility Rate % Stability		
	2014-2015	2015-2016	2016-2017
All Grades (Aggregate)	93.7	93.2	93.2
Limited English Proficient	94.4	94.4	90.7
Special Education	98.4	98.4	95.5
Low Income	90.3	90.3	93.2

MCAS/PARCC

MCAS/PARCC Test of Spring 2016									
Grade and Subject	Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included
	School	State	School	State	School	State	School	State	
3 ELA	59		18		13		10		
3 MATH	69		20		8		3		
4 ELA	61		22		11		10		
4 MATH	65		15		11		9		
5 ELA	58		27		15		0		
5 MATH	38		27		35		0		
5 SCIENCE	6		29		44		21		

MCAS 2.0- Spring 2017

Grade and Subject	Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations	
	School	State	School	State	School	State	School	State
GRADE 03 - READING	0	8	40	39	60	42	0	10
GRADE 03 - MATHEMATICS	0	7	30	42	50	38	20	13
GRADE 04 - ENGLISH LANGUAGE ARTS	7	7	37	41	50	42	7	10
GRADE 04 - MATHEMATICS	5	6	39	43	44	39	12	13
GRADE 05 - ENGLISH LANGUAGE ARTS	5	6	37	43	44	42	14	10
GRADE 05 - MATHEMATICS	9	7	34	39	43	44	14	10

MCAS- Spring 2017

Science, Technology, and Engineering	Advanced		Proficient		Needs Improvement		Warning	
	School	State	School	State	School	State	School	State
GRADE 05	23	17	27	29	34	39	16	15

**NORWOOD PUBLIC SCHOOLS
PROGRESS REPORT
OF THE
2016-2018 SCHOOL IMPROVEMENT PLAN
Year 2**

PROGRESS REPORT:	Please give a status report on each objective that was identified in your 2016-2017 School Improvement Plan. If the objective has been accomplished, please indicate when and how it has benefited the school. If the objective has not been accomplished, please explain why and when you anticipate the objective will be completed.
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2016-2017 OBJECTIVE	STATUS & EVIDENCE
1. During the 2016-2017 school year students will improve their Math scores by a combined total of 5% as measured by a combined increase in the percentage of students scoring at proficient and advanced levels on the MCAS math test in grades 3, 4 and 5.	This goal is challenging to assess as the MCAS legacy test was rewritten and updated into the Next-generation MCAS 2.0 with new achievement levels and more rigorous standards for meeting expectations. Teams of teachers will be looking to where their current students' achievement levels fall and making instructional decisions accordingly.
a. Embed professional development in mathematics through the use of building-based grade level meetings and program reviews.	Grade level teachers met with each other and Jill Milton on a regular basis to support each other through the second year of the Envisions Math Program.
b. Continue to develop a guided math workshop model in classrooms to include fact fluency, problem-solving and grade level content areas. During small group instruction teach will meet with students to address current needs.	Jill Milton provided time and materials to support the shift in instructional practices in Math to the guided workshop model. Teachers began exploring strategies such as blended learning, station rotations, and increasing the use of technology in Math.
c. Support teachers by facilitating grade level meetings where strategies and materials are shared.	Math has been a focused curriculum area for the past three to four years with the piloting and eventual adoption of Envisions 2.0 Math program at the elementary level. There has been on-going PD and opportunities for collaboration throughout this process.
2. During the 2016-2017 school year students will improve their ELA scores by 5% as measured by a combined increase in the percentage of students scoring at proficient	This goal is challenging to assess as the MCAS legacy test was rewritten and updated into the Next-generation MCAS 2.0 with new achievement levels and more rigorous standards for meeting expectations. Teams of

and advanced levels on the MCAS ELA test in grades 3, 4, and 5.	teachers will be looking to where their current students' achievement levels fall and making instructional decisions accordingly.
a. Embed professional development in literacy instruction through the use of building-based grade level meetings and staff meetings.	Teachers met with reading specialist, Alyssa Kaplan on and on-going and as needed basis to collaborate in the area of literacy.
b. Continue to use a guided reading workshop model using the Calkins Units of Study in Reading to provide strategy instruction to groups of students to meet their individual needs.	Teachers utilized Calkins Units of Study in combination with strategies learned through the Balanced Literacy model of reading instruction that they have been using for many years. Individual teachers comfort level with the Units of Study grew as they worked with the reading specialist.
c. Continue to use writers' workshop using the revised Calkins Units of Study in Writing that are aligned with the Common Core in all three genres (narrative, informational, and opinion).	Teachers utilized Calkins Units of Study in Writing as their pre and post assessments in writing and collaborated with the reading specialist to work through the units together.
3. During the 2016-2017 school year continue to encourage a more positive environment at the Balch School to ensure that students had the social and emotional skills that enable them to form positive relationships with peers, make good choices, and manage their actions appropriately.	Teachers utilized Open Circle and the Balch Bear program to encourage a positive environment at the Balch School.
a. Continue to have conversations with staff members representing each grade and specialist area to create assemblies and positive behavior recognition strategies.	Whole school Monday morning meetings were held throughout the school year to recognize student birthdays, acts of kindness, and other positive contributions to the school.
b. Design and present monthly assemblies which focus on community building school-wide and celebrate students' successes	Monthly assemblies were developed that encouraged student production and participation.
c. Collaborate with parents to support an increase in after school enrichment activities.	Through combined work of the School Council, PTO, and teachers a widely attended and popular enrichment program was developed at the Balch. Teachers and

	parents ran after school clubs for 6 weeks in March and April of 2017. The goal is to continue this for the 2017-2018 school year.
4. During the 2016-2017 school year support the implementation of the new student information system.	This goal was met with the installation of the Aspen student information system in the Norwood Public Schools. All aspects of student information are now recorded and found in Aspen.
a. Monitor participation in district offered training sessions.	
b. Provide support for use of Aspen in classrooms and in the office.	

PROJECTED PROFESSIONAL DEVELOPMENT and DATA MEETINGS 2016-2017	
September	<ul style="list-style-type: none"> • Teacher Staff Meetings 9/5/17, 9/20/17 • PTO 9/20/17
October	<ul style="list-style-type: none"> • Teacher Staff Meetings 10/4/17, 10/18/17 • Professional Development 10/6/17, 10/25/17 • School Council 10/11/17 • PTO 10/25/17
November	<ul style="list-style-type: none"> • Teacher Staff Meetings 11/1/17, 11/15/17 • School Council 11/15/17 • Professional Development 11/10/17 • PTO 11/15/17 • Parent/Teacher Conferences 11/16/17, 11/17/17
December	<ul style="list-style-type: none"> • Teacher Staff Meetings 12/6/17, 12/20/17 • Professional Development 12/7/17 • PTO 12/13/17
January	<ul style="list-style-type: none"> • Teacher Staff Meetings 1/10/18, 1/24/18 • Professional Development 1/2/18 • Math and Science Night 1/11/18 • PTO 1/17/18 • School Council 1/24/18
February	<ul style="list-style-type: none"> • Teacher Staff Meetings 2/14/18, 2/28/18 • Professional Development 2/7/18 • PTO 2/28/18
March	<ul style="list-style-type: none"> • Teacher Staff Meetings 3/7/18, 3/21/18 • Parent/Teacher Conferences 2/9/18 and 2/10/18 • PTO 3/21/18 • School Council 3/21/18
April	<ul style="list-style-type: none"> • Teacher Staff Meetings 4/11/18, 4/25/18 • PTO 4/25/18
May	<ul style="list-style-type: none"> • Teacher Staff Meetings 5/9/18, 5/23/18 • Professional Development 5/18/18 • PTO 5/16/18 • School Council 5/16/18
June	<ul style="list-style-type: none"> • Teacher Staff Meetings 6/13/18

