

Norwood Public Schools  
Norwood, Massachusetts

**C.J. Prescott Elementary School**  
School Improvement Plan  
May 2021 School Committee  
Update



**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.

**Priority Area #1: New and Innovative Instruction (Strategic Initiative 3.4 )**

Goal: Effectively leverage new and innovative programs such as the Pearson MyView ELA Program, Renaissance Assessments and Foundations to provide high quality instruction.

Action Item	Status
Provide all teachers with preliminary “what’s in the box” training around the new Pearson ELA Program	Completed September 2020
Provide teachers with at least two opportunities per month, during Common Planning, to ask questions around the implementation of Pearson MyView	Multiple opportunities were provided to teachers to ask questions of the MyView Program during 2020-2021, they were not during common planning.
Teachers will do peer observations of Pearson MyView at least twice per year	Put on hold due to pandemic
Students will be provided the Renaissance Assessment as directed by NPS to all students grades 2-5	On track to complete (one more assessment June 2021)
Grade level Data Teams will meet at least 2x/year to specifically review Renaissance data and discuss instructional decisions based on the data	Completed May 2021
School based facilitator will provide each grade level with at least 2 coaching opportunities per year (grades 1-2)	Completed May 2021
A plan will be developed for what method to provide students with Tier 2 and Tier 3 instruction in phonics/phonemic awareness	In Progress (Anticipated completion May 2022)

**Overview**

The roll out of our MyView English Language Arts (ELA) program has been fantastic this year despite the pandemic. Remote and in person teachers have received the necessary materials, had opportunities to implement the program and have asked great questions of principals and ELA Coordinator Stefanie West. One of the benefits of having a well structured ELA program is that all our students (whether fully remote or in person this year) will come back to school having had the same ELA experience. Additionally, the second year of our Renaissance assessment program has been as expected and provided the staff with great data. All of our grades 2-5 remote and in person students took the assessment and teachers engaged in robust conversations around what the data showed. Teachers then utilized this data point to determine instructional groups in the classroom and monitor progress throughout the school year to determine adequate student growth. Teachers at Prescott were also provided an overview of the “SchoolZilla” program that Renaissance now offers to neatly graph various aspects of student performance.

Foundations (Year 2 of implementation) also continues to show great results. Our school based facilitator, Jillian Rathier (Grade 1 classroom teacher), ensured implementation fidelity and coached multiple RLA teachers who were new to the program as well. The Foundations program has been a game changer for our youngest readers and has put in place a researched based and easily differentiated program for all our first and second graders. This has led to increased reading confidence, consistency across the early grade literacy experience and has allowed us to provide targeted phonics and phonemic support to all students. We have seen first graders (who utilize Foundations in Kindergarten at Willet) come into first grade with strong core reading skills that allow them to continue to progress and gain confidence.

**Next Steps**

- Provide teachers the opportunity to observe MyView being implemented by other classroom teachers
- Reschedule MyView Writing professional development for the 2021-2022 school year
- Establish routine cycles of data inquiry/discussions with our new Instructional Specialist
- Determine best practices for implementing Foundations “Double Dose” in grades 1-2 for Tier 2 intervention
- Continue to utilize Renaissance with fidelity and assess students on the prescribed assessment schedule
- The Prescott will be on track to meet the above action Items by June 2022

**Priority Area #2: Response to Intervention (Strategic Initiative 3.6 )**

Goal: Establish clear tiered resources for both classroom teachers and specialists to utilize with students based on the needs of their students as gathered by formative and summative assessments.

Action Item	Status
Solicit feedback from staff and revise the current Response to Intervention Team referral form	Completed November 2021
Establish weekly time in the master schedule for the RTI Team to meet as needed	The RTI Team met as needed this year, but time varied due to new pandemic scheduling
Develop yearly cycle of data review following the “examination of student work” protocol	In Progress (Anticipated completion May 2022)
Provide staff with at least one training session per year on the tiered RTI approach and responsibilities of specialists and classroom teachers in each tier	Completed October 2020
Develop a master list of NPS endorsed resources that could be used in both ELA and Math to support in the classroom tiered instruction by the classroom teacher	In Progress (Anticipated completion May 2022)
Examine inclusive practices and align specialist schedules to maximize time students are supported in the classroom	In Progress

**Overview**

The Response to Intervention (RTI) program at Prescott School has made meaningful progress this year. With strong Tier 1 core instructional programs in place (MyView, Foundations, EnVision, Open Circle etc.), our team has been focused on how to support students who need additional instruction in targeted areas with supplemental support inside the general education classroom. Through the pandemic this year, we’ve identified a number of resources such as Lexia, RAZ Kids, and Freckle that have supported students through digital lessons and progress monitoring. Teachers have routinely implemented these programs in the classrooms and tracked support. Additionally, the RTI Team at Prescott adjusted the referral form to be more comprehensive and examine more closely specific areas of concern. Throughout this school year, our RTI Team at Prescott discussed students who were both in the Remote Learning Academy (RLA) as well as those in person. Any student who was in the RLA who was brought before the RTI Team at Prescott was provided the resources and support needed to make gains.

Moving forward, we’re excited that a new math Tier 2 and Tier 3 program will be available to classroom teachers in the Bridges Math program. We’re excited to dig into these materials and identify students who may gain skills and confidence while working with this program. Additionally, as mentioned in Priority Area #1, we’re excited to explore whether Foundations Double Dose would be appropriate for students struggling in the core instruction with phonics and implement that strategy where appropriate.

Finally, at Prescott School we continue to believe that the best place for many students to learn is in the general education classroom with targeted support provided by talented special educators as needed. In all our grade levels, our special educators utilize the inclusion model to co-teach with the general education teachers for the majority of their time and then remove students from the classroom to receive intensive support when absolutely necessary. We’ll continue to leverage our master schedule to allow for the optimization of this model including adequate common planning time between inclusion specialists and general education classroom teachers.

**Next Steps**

- Provide appropriate training for the new Bridges Math program (Tier 2/3)
- Work alongside curriculum coordinators to put together master list of resources that teachers can utilize when providing additional support to students in the classroom

- Continue to establish inclusion specialist (special education) caseloads that are equitable and allow for optimization of the inclusion model including providing common planning time between inclusion and general education teachers in SY 21-22
- Effectively utilize Universal Design for Learning (UDL) Coaches (two at Prescott) to provide staff further support with UDL throughout the school year. This is a follow up to the Spring 2021 elementary UDL training provided by Katie Novak

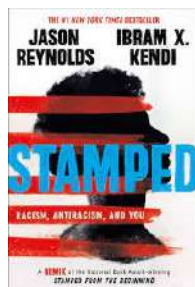
### Priority Area #3: Professional Learning Community (Strategic Initiative 3.3)

Goal: Continue to develop a robust Professional Learning Community at Prescott by soliciting the professionalism in the building and the district to allow for teacher growth.

Action Item	Status
Instructional Leadership Team will complete at least two professional book studies per school year	Completed May 2021
Instructional Leadership Team will provide all staff with at least 2 opportunities per year for professional learning	Completed May 2021
Each teacher will conduct at least 2 observations of peers either through instructional rounds or peer observations	Put on hold due to pandemic
Solicit, from all staff, areas for professional growth and communicate those to the district to meet the needs of all teachers (as possible)	In Progress

#### Overview

The Prescott School Team has worked diligently over the past two years to establish a cohesive professional learning community that takes clear steps to improve our instructional delivery and school culture. The Instructional Leadership Team (ILT) at Prescott were provided multiple options of new, professional texts to explore and chose two outstanding (and relevant) texts for the year. During each of the book club cycles, teachers read the text on their own and came together every other week to discuss their thoughts and the impact on teaching. The first text the group chose was *Stamped: Racism, Antiracism and You* by Ibram Kendi and Jason Reynolds. This bestselling text explored the history of racism (although the authors are adamant this is NOT a history book!) and ultimately how we, as individuals, can reflect on our past to change our future. The second text that was read was *Innovate Inside the Box* by Katie Novak around Universal Design for Learning (UDL). The team chose this text to “set the table” for UDL work that is currently being done at the elementary level. At the end of May 2021, all PK-5 educators have received two introductory training sessions by Katie Novak. Once the book study was completed, teachers enjoyed sharing their learning and impact on their teaching with colleagues through common planning time and staff meetings. In past years, staff have engaged in conversations around support students with executive function challenges (*Smart But Scattered*, Dawson), establishing strong classroom and school cultures (*Culturize*, Casas) and cultivating higher order thinking (*Making Thinking Visible*, Morrison) in our classrooms.



In the past, all Prescott teachers have completed instructional rounds as part of our professional learning. This process includes utilizing the “Problems of Practice” protocol through the School Reform Initiative to gather ideas and strategies for teacher’s own classrooms. This protocol asks teachers to identify things they wish to improve in their own teaching and search for evidence in others to take steps toward improvement. In past years, rounds were conducted with the Principal and the entire grade level culminating in conversations about how we can all support each other in taking next steps to improve ourselves as educators. Due to the pandemic this year and trying to limit exposure of staff, we put this on hold for the 2020-2021 school year. We look forward to continuing it next year.

#### Next Steps

- Establish cycle of instructional rounds/peer observations for the 2021-2022 school year should the pandemic restrictions allow
- Mr. Riley will review recent literature over the summer to present the team with options for book studies next year

#### Priority Area #4: Student Enrichment Programs (Strategic Initiative 5.1 )

Goal: Continue create and maintain an environment in which students’ diverse backgrounds, identities, strengths and challenges are respected, supported and celebrated.

Action Item	Status
Ensure that all classroom teachers are trained in Open Circle and have the appropriate updated materials	Completed October 2020
Increase opportunities for the School Adjustment Counselor to co-teach Social Emotional Learning lessons in general education classrooms to at least 1x/week	In Progress, on track to complete June 2022
Continue “classroom library refresh program” annually to ensure that the titles in classroom libraries reflect our students and their families	In Progress, on track to complete June 2022
Partner with the PTO to provide at least two enrichment programs annually that highlight inclusivity and cultural proficiency	Put on hold due to pandemic
Establish a “Who We Are” program to highlight various traditions, cultures and celebrations that our students follow	In Progress, on track to complete June 2022
Provide teachers with at least 2 professional development opportunities around cultural responsiveness	In Progress, on track to complete June 2022

#### Overview

The Prescott School community continues to become more and more diverse each year. This year we identified 30+ languages spoken in the homes of our students and nearly 46% of our students' first language is not English. In addition to the language diversity, our students come with rich and diverse life experiences that are truly part of the fabric of our school community. This past year, we were excited to recognize the Holi celebration that many of our students celebrate annually. We will continue to explore these opportunities through enrichment programs, interactive read alouds and classroom conversations next year.

One of the most exciting initiatives that has been established over the last three years is the Classroom Library Refresh program. This program allows classroom teachers and specialists to utilize \$300 to update their classroom libraries. The criteria for purchasing new texts include:

1. Texts that accurately reflect our student population. Students should be able to identify with the characters, background and life circumstances in the texts that they have in classrooms.

2. Texts that are published in the last 10-15 years
3. Texts that can be used as mentor texts to support the writing process

The texts that were purchased as part of the classroom library refresh are ones selected by teachers and go directly into the classroom. This program is in addition to the funds that are used to provide new texts in our centralized school library at Prescott, the McGuire Library. These texts are available in a child's classroom just steps away from their desk, which is very exciting! Over the past three years, teachers have been able to expand their libraries not just in quantity but also in quality. The plan is to have this program continue every year.

Our School Adjustment Counselor routinely works with all students throughout the building through Tier 1, proactive instruction around social emotional skills. Our core Social Emotional Learning (SEL) program continues to be Open Circle and is supplemented by Zones of Regulation by the adjustment counselor where needed. Due to the pandemic and the adjustment counselor providing services to both fully remote students and in person students, some of the classroom based Tier 1 work was reduced this past year. We have every intention of starting that back up next year.

#### **Next Steps**

- All 1st-5th grade teachers will receive multiple Culturally Responsive training through the Highlander Institute next school year as part of the district PD plan
- Continue to provide students with new and relevant texts in their own classrooms through the classroom library refresh program in SY 2021-2022
- Establish COVID-friendly enrichment programs next year for all students to access (whether this be in person or virtually)