

Norwood Public Schools
Norwood, Massachusetts



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: Demographics

Enrollment by Gender

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|------------|-----------|-----------|-----------|-----------|
| Male | 121 | 130 | 133 | 119 |
| Female | 122 | 131 | 125 | 140 |
| Non-Binary | | 0 | 0 | 0 |
| Total | 243 | 261 | 258 | 259 |

Enrollment by Race/Ethnicity %

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------|-----------|-----------|-----------|-----------|
| African American | 5.3 | 4.6 | 5 | 8.5 |
| Asian | 27.2 | 31.8 | 33 | 30.9 |
| Hispanic | 7 | 11.9 | 12 | 11.2 |
| Native American | 0 | .4 | .4 | .4 |
| White | 56 | 48.7 | 44.6 | 45.2 |
| Hawaiian, Pacific Islander | 1.2 | 1.1 | 2.3 | 1.5 |
| Multi-Race, Non-Hispanic | 3.3 | 1.5 | 2.3 | 2.3 |

Selected Populations %

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------|-----------|-----------|-----------|-----------|
| First Language not English | 36.6 | 44.4 | 45.7 | 41.3 |
| English Language Learner | 19.3 | 18.4 | 20.9 | 18.9 |
| Students with Disabilities | 17.7 | 17.2 | 15.5 | 17.8 |
| High Needs | 44 | 50.2 | 54.7 | 55.2 |
| Economically Disadvantaged | 11.1 | 15.7 | 18.6 | 27 |

Average Class Size

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|------------|-----------|-----------|-----------|-----------|
| All Grades | 18.7 | 19.3 | | |

Mobility Rate

| | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 |
|----------------------------|-----------|-----------|-----------|-----------|
| All Grades (Aggregate) | 87.5 | 89.3 | 92.5 | |
| Limited English Proficient | 78.9 | 77.1 | 87 | |
| Students with Disabilities | 90 | 95.9 | 100 | |
| Economically Disadvantaged | 77.1 | 92.1 | 87.5 | |

MCAS Scores/Accountability

2019-2021 MCAS

| MCAS Test of Spring 2019 | | | | | | | | | | |
|--------------------------|-----------------------------------|-------|------------------------|-------|----------------------|-------|--------------------------------|-------|--------------------------|-------|
| Grade and Subject | Meeting or Exceeding Expectations | | Exceeding Expectations | | Meeting Expectations | | Partially Meeting Expectations | | Not Meeting Expectations | |
| | School | State | School | State | School | State | School | State | School | State |
| Grade 3 ELA | 80 | 56 | 27 | 10 | 52 | 46 | 18 | 36 | 2 | 8 |
| Grade 3 Mathematics | 66 | 49 | 20 | 9 | 45 | 40 | 25 | 38 | 9 | 13 |
| Grade 4 ELA | 68 | 52 | 8 | 9 | 61 | 43 | 32 | 39 | 0 | 9 |
| Grade 4 Mathematics | 68 | 50 | 11 | 8 | 58 | 41 | 29 | 39 | 3 | 12 |
| Grade 5 ELA | 61 | 52 | 0 | 7 | 61 | 45 | 39 | 39 | 0 | 9 |
| Grade 5 Mathematics | 83 | 48 | 14 | 6 | 69 | 43 | 17 | 42 | 0 | 10 |
| Grade 3-8 ELA | 70 | 52 | 13 | 10 | 58 | 42 | 29 | 37 | 1 | 11 |
| Grade 3-8 Mathematics | 72 | 49 | 15 | 9 | 57 | 40 | 24 | 39 | 4 | 12 |

| MCAS Test of Spring 2021 | | | | | | | | | | |
|--------------------------|-----------------------------------|-------|------------------------|-------|----------------------|-------|--------------------------------|-------|--------------------------|-------|
| Grade and Subject | Meeting or Exceeding Expectations | | Exceeding Expectations | | Meeting Expectations | | Partially Meeting Expectations | | Not Meeting Expectations | |
| | School | State | School | State | School | State | School | State | School | State |
| Grade 3 ELA | 74 | 51 | 15 | 9 | 59 | 41 | 26 | 39 | 0 | 10 |
| Grade 3 Mathematics | 59 | 33 | 33 | 11 | 48 | 28 | 37 | 40 | 4 | 26 |
| Grade 4 ELA | 54 | 49 | 49 | 11 | 43 | 43 | 35 | 38 | 11 | 13 |
| Grade 4 Mathematics | 43 | 33 | 33 | 7 | 35 | 29 | 50 | 43 | 7 | 24 |
| Grade 5 ELA | 63 | 47 | 47 | 7 | 56 | 39 | 34 | 41 | 2 | 12 |
| Grade 5 Mathematics | 66 | 33 | 33 | 10 | 56 | 29 | 29 | 47 | 5 | 20 |
| Grade 3-8 ELA | 63 | 46 | 11 | 8 | 52 | 38 | 32 | 38 | 5 | 16 |
| Grade 3-8 Mathematics | 55 | 33 | 9 | 5 | 45 | 29 | 40 | 45 | 6 | 22 |

2021 Accountability Report

N/A Due to COVID

| Indicator | | All Students | | | Lowest Performing | | |
|-------------------------------|-----------------------------|---------------|-----------------------|----------|-------------------|-----------------------|----------|
| | | Points Earned | Total possible points | Weight % | Points Earned | Total possible points | Weight % |
| Achievement | ELA Achievement | | | | | | |
| | Math Achievement | | | | | | |
| | Science Achievement | | | | | | |
| | Achievement Total | | | | | | |
| Growth | ELA Growth | | | | | | |
| | Math Growth | | | | | | |
| | Growth Total | | | | | | |
| Additional Indicators | Chronic Absenteeism | | | | | | |
| | Advanced Coursework | | | | | | |
| | Additional Indicators Total | | | | | | |
| Weighted Total | | | | | | | |
| Percentage of Possible Points | | | | | | | |
| Criterion-referenced target % | | | | | | | |
| | | | | | | | |

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

PRIORITY AREAS: Please outline below the objectives to be targeted for improvement at your school this year. These objectives should be identified by the School Council upon examining data on student performance and achievement and selected as priorities identified by data collected last year showing a concern about the progress of all students.

This statement should be submitted by the Principal to the Superintendent of Schools after extensive consultation and review by the School Council.

PRIORITY AREAS

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

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.

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

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.

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

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.

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

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.

**NORWOOD PUBLIC SCHOOLS
PRESCOTT 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: *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.*

| Action Item | People Responsible | Timeline | Evidence of Success |
|---|--|-------------|----------------------|
| Build staff capacity around understanding of effective RTI/MTSS cycles and processes through at least two building based professional learning opportunities. | Principal, SAC, Teachers | 2022-2024 | PD training notes |
| Establish common instructional blocks at each grade level in order for homogenous intervention/support groups could be formed across classrooms. | Principal, Classroom Teachers | Fall 2022 | School schedule |
| Create a flow chart for all teachers to utilize when determining how to best support a student through the RTI/MTSS process. | Principal, Reading Specialist, Interventionist | Spring 2023 | Flow chart |
| Examine the current examination of student data review and develop clear and concise protocols for routinely examining common assessments. | Principal, Reading Specialist, Interventionist | Fall 2023 | Data review protocol |

Priority Area #2: *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.*

| Action Item | People Responsible | Timeline | Evidence of Success |
|--|---------------------|-----------|------------------------------|
| Establish partnership with one other elementary school around cross-school peer observations and form the first cohort of teachers to participate. | Principal | Fall 2022 | Summary of progress |
| Allow for at least one opportunity per year for Prescott teachers to commonly plan with same grade level peers across the district. | Principal, Teachers | Yearly | PD schedule |
| Utilize at least one common planning per month for Prescott based vertical articulation across grade levels. | Principal, Teachers | Fall 2022 | School schedule/CPT schedule |
| Establish at least two professional book club opportunities for the Instructional Leadership Team. | Principal | Yearly | Book club schedules |

Priority Area #3: 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.

| Action Item | People Responsible | Timeline | Evidence of Success |
|--|--------------------------------|-------------|---------------------|
| Provide at least one formal training in the area of the new STE program (grades 3-5) prior to the start of the 2022-2023 school year. | Principal, Science Coordinator | Fall 2022 | PD notes |
| Facilitate at least one professional learning opportunity for all grade 3-5 teachers each school year specifically around the new STE program. | Principal, Science Coordinator | 2022-2023 | PD notes |
| Create at least two project based learning opportunities for grades 1-2 aligned to Massachusetts State Frameworks. | Principal, Teachers | Fall 2023 | Sample lesson plans |
| Survey all teachers in the area of STE at the end of the 2022-2023 school year to determine immediate next steps in the area of STE. | Principal | Spring 2023 | Survey of staff |

Priority Area #4: 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.

| Action Item | People Responsible | Timeline | Evidence of Success |
|---|-------------------------------|-------------|----------------------------------|
| Develop a "Family Communication Survey" to better understand families sentiments on communication from school to home. | Principal, School Council | Spring 2023 | Communication survey results |
| Clearly establish methods and means of routine communication between school and home such as SeeSaw or emails. | Principal, Classroom Teachers | Spring 2023 | Communication protocols to staff |
| Provide at least one evening per school year to provide information to families who are multi-language learners on community information (school based, library, recreation etc.) | Principal | Yearly | Notes/pictures |
| Hold at least one "listening session" or community event in the Windsor Gardens community each school year. | Principal | Yearly | Notes/pictures |