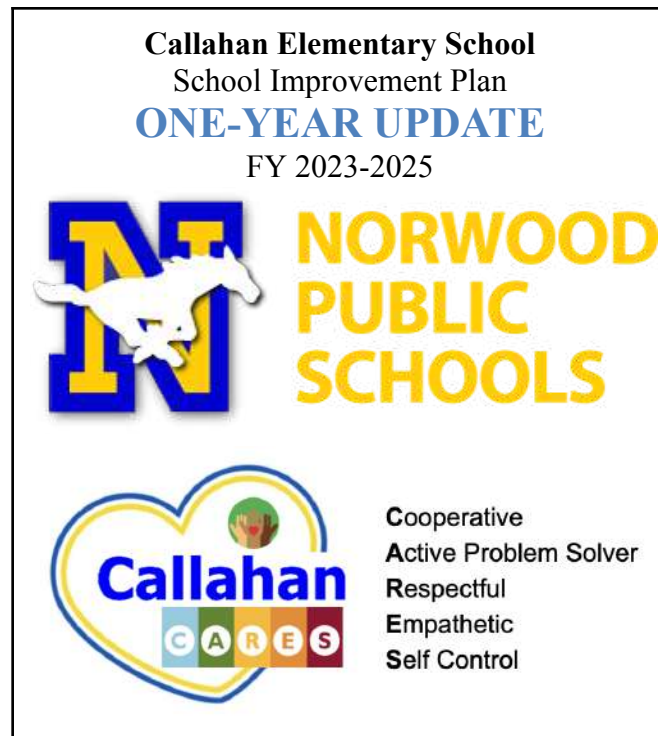


Norwood Public Schools
Norwood, Massachusetts



Principal:
Dr. Scarlett Grandt

School Mission Statement:

The vision at Callahan Elementary School is to prepare, motivate, and develop a community of learners who are academically and linguistically proficient, inclusive, and culturally competent. Students will have success for today and be prepared for tomorrow.

School Vision Statement:

Callahan Elementary School students will experience a structured, accepting, and caring environment where students develop a strong appreciation towards learning, self-reflection, independence, and care for others, themselves, and their communities. Our teaching practices are both reflective and responsive to the needs of ALL students. Our community is committed to honor our diversity and socio-emotional strengths to support students to achieve at the highest level.

School Data Snapshot

Selected Populations %

	2018-2019	2019-2020	2020-2021	2021-2022
First Language not English	23.3	27.6	33	28.6
English Language Learner	15	18.2	22.2	13.8
Students with Disabilities	27.2	26.2	22.6	27.2
High Needs	60.2	62.2	61.1	60.7
Economically Disadvantaged	35.4	38.7	37.1	40.6

Average Class Size

	2018-2019	2019-2020	2020-2021	2021-2022
All Grades	17.2	17.4	10.1	17.6

Mobility Rate

	2018-2019	2019-2020	2020-2021	2021-2022
All Grades (Aggregate)	95.5	95	No school data reported	96.4
Limited English Proficient	94.6	97.2	No school data reported	89.8
Students with Disabilities	98.4	97	No school data reported	94.7
Economically Disadvantaged	94.7	94.3	No school data reported	93.6

Accountability Measures

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	87
Low income	86
English learner (EL) and Former EL	-
Students with disabilities	76
American Indian or Alaskan Native	-
Asian	-
African American/Black	-
Hispanic or Latino	-
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	63

Highlights of Callahan Elementary School's progress in FY 2022-2023 (200 words max):

During the 2022-2023 school year, the Callahan School implemented a schoolwide small-group rotation schedule which allowed classroom teachers, reading specialist, interventionist, inclusion teachers, EL teachers, and instructional paraprofessionals to work collaboratively in providing differentiated small-group instruction to students. In addition, district coordinators were invited to join Common Planning Time (CPT) to discuss best teaching practices and curriculum program implementation strategies. In turn, students at the Callahan School received targeted instruction that aligned with their needs and readiness.

The Callahan School successfully piloted the Callahan CARES program. Callahan CARES has five school values that promote a safe, joyful, and engaging learning environment for all students. Our daily morning announcement includes the CARES pledge and schoolwide expectations are reviewed on a regular basis.



I promise to be a
cooperative classmate,
an active problem
solver, a respectful
learner, an empathetic
community member,
and show self control.
I pledge to be the best
— that I can be.

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 - Non-high school			About the Data
Group	2019 Achievement	2022 Achievement	N
All Students	505.4	497.1	143
High needs	500.3	492.2	96
Low income	499.8	490.3	70
EL and Former EL	505.9	502.5	31
Students w/ disabilities	495.8	482.3	49
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	10
Afr. Amer./Black	-	489.9	22
Hispanic/Latino	-	-	12
Multi-race, Non-Hisp./Lat.	-	-	8
Nat. Haw. or Pacif. Isl.	-	-	-
White	506.8	498.8	91

Mathematics achievement - MCAS average composite scaled score - Non-high school			About the Data
Group	2019 Achievement	2022 Achievement	N
All Students	506.2	499.9	142
High needs	499.8	495.0	95
Low income	496.9	492.9	69
EL and Former EL	509.2	507.1	30
Students w/ disabilities	493.8	484.3	49
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	10
Afr. Amer./Black	-	487.5	22
Hispanic/Latino	-	-	11
Multi-race, Non-Hisp./Lat.	-	-	8
Nat. Haw. or Pacif. Isl.	-	-	-
White	507.9	500.7	91

Science achievement - MCAS average composite scaled score - Non-high school			About the Data
Group	2019 Achievement	2022 Achievement	N
All Students	507.0	505.2	48
High needs	-	499.3	34
Low income	-	499.6	24
EL and Former EL	-	-	9
Students w/ disabilities	-	-	19
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	3
Afr. Amer./Black	-	-	7
Hispanic/Latino	-	-	6
Multi-race, Non-Hisp./Lat.	-	-	5
Nat. Haw. or Pacif. Isl.	-	-	-
White	-	503.4	27

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 - Non-high school			About the Data
Group	2019 Mean SGP	2022 Mean SGP	N
All Students	53.5	53.6	92
High needs	51.5	49.9	61
Low income	52.5	51.8	46
EL and Former EL	-	-	18
Students w/ disabilities	54.3	33.5	30
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	8
Afr. Amer./Black	-	-	12
Hispanic/Latino	-	-	8
Multi-race, Non-Hisp./Lat.	-	-	6
Nat. Haw. or Pacif. Isl.	-	-	-
White	55.1	54.1	58

Mathematics growth - Non-high school			About the Data
Group	2019 Mean SGP	2022 Mean SGP	N
All Students	60.6	56.2	91
High needs	53.8	56.7	60
Low income	54.3	54.6	45
EL and Former EL	-	-	17
Students w/ disabilities	58.1	50.5	30
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	8
Afr. Amer./Black	-	-	12
Hispanic/Latino	-	-	7
Multi-race, Non-Hisp./Lat.	-	-	6
Nat. Haw. or Pacif. Isl.	-	-	-
White	65.2	53.8	58

Progress toward attaining English language proficiency - Non-high school			About the Data
Group	2020 Rate (%)	2022 Rate (%)	N
All Students	92.1	88.9	27
High needs	-	-	-
Low income	-	-	-
EL and Former EL	92.1	88.9	27
Students w/ disabilities	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-
Asian	-	-	-
Afr. Amer./Black	-	-	-
Hispanic/Latino	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-
White	-	-	-

NORWOOD PUBLIC SCHOOLS
Callahan Elementary School



Cooperative
Active Problem Solver
Respectful
Empathetic
Self Control

PRIORITY AREAS UPDATE FORM
SY 2023-2024

Priority 1: High quality instruction

Increase student achievement by strengthening instructional practices. Effectively implement academic and social-emotional curriculum programs.

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):

- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

During the 2023-2024 school year, teachers and staff at the Callahan Elementary School focused on strengthening instructional practices to improve student achievement. Two highlights were:

Ongoing professional development and collaboration during Common Planning Time

Callahan teachers and staff participated in multiple professional development opportunities related to instructional practices in academics and social and emotional learning.

Trauma-informed practices: Callahan teachers and staff attended multiple sessions of district-wide trauma-informed practices professional development facilitated by Carolyn McKearney. Following these professional development sessions, Ms. McKearney worked with grade level teams in-person at the Callahan School during Common Planning Time to target specific behavioral challenges by developing positive behavior strategies and interventions that could best support students' individual needs.

Literacy practices: Funded by an Early Literacy grant, Callahan teachers and staff attended professional learning sessions that focused on effective research-based early literacy and intervention strategies facilitated by Jennifer Klinefelter, DESE literacy coach. Ms. Klinefelter presented these strategies at staff meetings and optional sessions were offered after-school. Ms. Klinefelter frequently met with Callahan teams and literacy coordinator during Common Planning Time to model strategies

and review literacy data. In addition, she organized and provided additional literacy resources that Callahan teams needed to support students at all readiness and performance levels.

Character Strong social-emotional program

Callahan teachers and staff implemented the newly adopted Character Strong SEL program. Lessons were taught with fidelity across all grade levels. Each theme was celebrated at student-led monthly whole school assemblies.

Next steps:

- Analyze data beyond surface level to inform instruction and adjustment to instructional practice
- Continue to collaborate during Common Planning Time to discuss the quality of instructional practices at the Callahan Elementary School

Priority 2: Effective student support system

Implement a structured process to support all students.

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):

- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

During the 2023-2024 school year, the MTSS team utilized common data collection protocol to review student data and discussed intervention strategies for struggling learners. The MTSS process aligned with best practices including the identification of invention tools that were used by teachers, interventionists, reading specialist, Title I teachers and support personnel. This school year, the MTSS team was able to include feedback from the behavior interventionist to provide behavioral interventions to referred students.

Next steps:

- The MTSS team will create a tiered-menu provided to teachers and staff to implement in the classroom that could support all students

Priority 3: Inclusive and culturally responsive practices

Create a welcoming environment for all students.

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):

- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

The English Language Education (ELE) team at the Callahan Elementary School modeled inclusive and culturally responsive practices to teachers and staff to ensure that all students felt welcomed. They provided strategies that allowed teachers and staff to get to know each student, especially those who were newly enrolled at the Callahan Elementary School. Knowing our students and having positive relationships allowed the opportunities to have authentic conversations about race and equity.

The Callahan PTA provided many enrichment opportunities so that Callahan students from all cultures and backgrounds felt represented.

Next steps:

- Create a Callahan Student Council team to discuss and implement strategies from a student's perspective

Priority 4: Positive school culture

Create a positive school community for students and staff

Provide an update on the progress to date in this priority area. Be sure to include the following (200 words max):

- Successes and challenges of implementation (both quantitative and qualitative)
- Proposed changes to implementation plan to increase progress towards intended outcomes

The CARES program was implemented at the Callahan Elementary School modeled after aspects of PBIS, Responsive Classroom and Center for Responsive Schools. The purposes of this program were to increase students' sense of community and belonging and develop self-awareness, self-control and interpersonal skills.

Next steps:

- Collaborate with Callahan teachers and staff to intentionally create opportunities to strengthen the culture and climate amongst staff. This also includes creating a learning culture to provide honest and critical feedback to one another.