

Norwood Public Schools
Norwood, Massachusetts

John P. Oldham
School Improvement Plan
ONE-YEAR UPDATE
SY 2023-2024



Principal:
Steven E. 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 %

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------|-----------|-----------|-----------|-----------|
| First Language not English | 19.1 | 22.4 | 20.1 | 20.0 |
| English Language Learner | 12 | 13.8 | 11.2 | 14.9 |
| Students with Disabilities | 24.3 | 22.8 | 23.5 | 27.3 |
| High Needs | 47.8 | 50.4 | 53.7 | 56 |
| Economically Disadvantaged | 22.7 | 30.1 | 39.2 | 39.6 |

Average Class Size

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|------------|-----------|-----------|-----------|-----------|
| All Grades | 21.58 | 21 | 16.8 | 17.4 |

Mobility Rate

| | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|----------------------------|-----------|-----------|-----------|-----------|
| All Grades (Aggregate) | 94.8 | 93.1 | 91.5 | 91.3 |
| Limited English Proficient | 96.6 | 97.4 | 77.4 | 68.3 |
| Students with Disabilities | 97.0 | 95.7 | 92.7 | 88.8 |
| Economically Disadvantaged | 92.1 | 91.1 | 87.5 | 85.1 |

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 | 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 |

| | | | |
|-------------------------------------|-------|-------|----|
| American Indian or Alaskan Native | - | - | - |
| Asian | - | - | 7 |
| African American/Black | - | 485.0 | 22 |
| Hispanic/Latino | - | 481.6 | 22 |
| Multi-race, Non-Hispanic/Latino | - | - | 3 |
| Native Hawaiian or Pacific Islander | - | - | 0 |
| 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 |
| American Indian or Alaskan Native | - | - | - |
| Asian | - | - | 7 |
| African American/Black | - | 490.4 | 22 |
| Hispanic/Latino | - | 488.7 | 22 |
| Multi-race, Non-Hispanic/Latino | - | - | 3 |
| Native Hawaiian or Pacific Islander | - | - | - |
| 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 |
| American Indian or Alaskan Native | - | - | - |

| | | | |
|-------------------------------------|-------|-------|----|
| Asian | - | - | 2 |
| African American/Black | - | - | 9 |
| Hispanic/Latino | - | - | 10 |
| Multi-race, Non-Hispanic/Latino | - | - | 3 |
| Native Hawaiian or Pacific Islander | - | - | - |
| 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 |
| American Indian or Alaskan Native | - | - | - |
| Asian | - | - | 4 |
| African American/Black | - | - | 18 |
| Hispanic/Latino | - | - | 13 |
| Multi-race, Non-Hispanic/Latino | - | - | 3 |
| Native Hawaiian or Pacific Islander | - | - | - |
| 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 |
| American Indian or Alaskan Native | - | - | - |
| Asian | - | - | 4 |
| African American/Black | - | - | 18 |
| Hispanic/Latino | - | - | 13 |
| Multi-race, Non-Hispanic/Latino | - | - | 3 |
| Native Hawaiian or Pacific Islander | - | - | - |
| White | 52.4 | 54.0 | 53 |

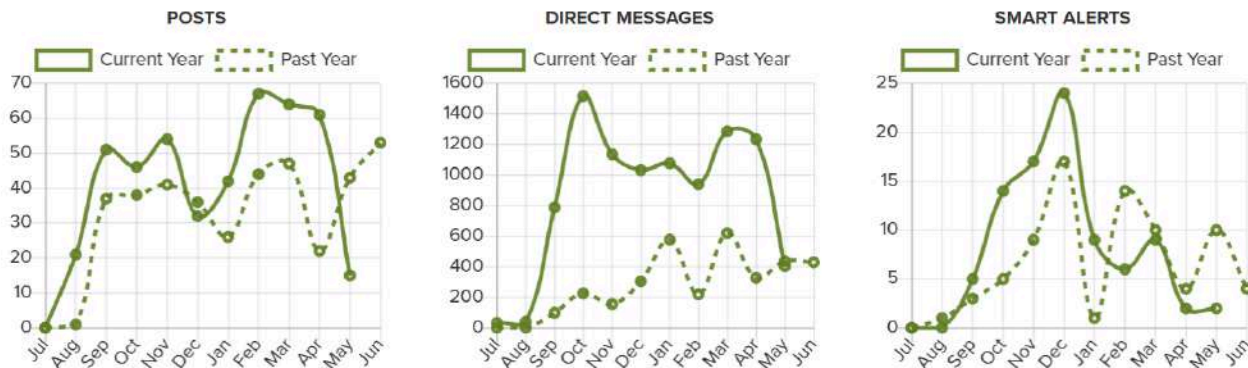
NORWOOD PUBLIC SCHOOLS
John P. Oldham Elementary School
PRIORITY AREAS UPDATE FORM
SY 2023-2024

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

The Oldham Elementary School staff has focused on trauma informed instruction during the 23/24 SY. The focus has been on Tier One instruction that is trauma informed. After several PD sessions and direct consultation we were happy to celebrate all the ways that we have utilized what we learned. Consultant Carolyn McKearney and Principal Steven Olsen utilized observations to create [this Powerpoint detailing our success](#). All staff committed to implementing various strategies to build relationships with students and allow them to positively share their personal culture and experiences. This work was a focus for the beginning of the school year and displays could be found throughout the school. A small diversity committee was formed, but other challenges through the year caused us to move the bulk of this work to the 2024/2025 SY. We are excited to kick off a Diversity Fair by October of 2024. We are also planning to increase our conversations about race through upper grade book groups potentially utilizing the book Stamped for Kids. Unfortunately, we did not have the SES survey to compare our results but we are confident that the work we implemented has allowed students to share their own experiences and learn about the experiences of others. We had strong utilization of Parent Square and all home/school communication was sent through this inclusive platform. We had 67 school posts, 348 class posts, and 54 group posts. 214 out of 385 parents directly interacted with posts. The graphs below show the increased usage during the 23/24 SY

FEATURES USAGE HISTORY

This graph shows the number of posts, direct messages, and alerts counts for the current school year and also the past school year, if available.



We continued to create The Scoop, which has been shared not only with our community, but is aired through local access programming. We implemented a school wide “Reset Routine” which includes breathing and pressure points learned through our consultation with Shine Bright. It is a daily reminder to students around how to regulate and move from an exciting time (recess) back to learning. We have been enjoying the implementation of Character Strong and look forward to using a sub committee this summer to align this curriculum even further with our TROT expectations.

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)

We are very proud of our implementation of a fully formed MTSS process connected to the DCAP. This process allowed us to provide students with necessary tier 2 and 3 interventions. By providing data based interventions, we have reduced the number of school based referrals for special education by 30% and believe as we continue to utilize this process we will provide students with the interventions needed to promote growth. We have had 23 students in the MTSS process which

led to only 5 referrals. We also utilized our Behaviorist to begin an MTSS process for SEL concerns. We are excited to continue this process and fully form it during the 24/25 SY. We replicated the MTSS process for Math successfully and began to utilize the Interventionist to provide Tier 2 and 3 intervention in Math. We have had 26 students receive tier 2 intervention in math (small group instruction) and 10 students receive tier 3 intervention through the MTSS process during the 23/24 SY. We will continue to utilize this process and are excited to see the impact of this intervention work. We worked to examine data to inform whole group and small group instruction in Math and are excited to continue this work into the 24/25 SY. Our newly formed ILT worked to create a Learning Walk protocol focused on content and engagement in small group ELA instruction. This fits perfectly with our data work and allows us to move into discussions around engagement. The ILT visited all classrooms and carefully gathered data that was then shared with the entire staff to decide on next steps and areas of growth. It is a foundation we are excited to continue and build upon during the 24/25 SY.

Priority Area #3: Strength SEL instruction in all tiers while utilizing the MTSS process(Strategic Initiatives 3.1, 3.3, 5.1)

This year we attended training and successfully implemented the Character Strong program. We have enjoyed the program and are excited to infuse this work even further with our TROT expectations. The ILT has planned to infuse kick off assemblies and student driven exhibits of the Character Strong learning during the 24/25 SY. We have fully implemented a school wide ILT. We focused initially on small group instruction (see above) and are utilizing the end of the school year to have peer mentors provide instruction to younger students around recess expectations and how to enjoy recess time. We are also excited to work with our PE teacher during the 24/25 SY to teach students various playground cooperative games that students can play. We implemented a Google Form staff use to track student behavioral data. This year we fully implemented a Tier 3 SEL tutoring program conducted by our School Adjustment Counselor. We had 24 students participate and focus on specific learning needs as well as restitution (when needed). We are excited to continue this program and infuse more Tier 2 and 3 resources from Character Strong during the 24/25 SY. We had 4 students in the SEL MTSS process and have honed this process through this roll out and are ready to grow and continue the process during the 24/25 SY. This year has had some challenging SEL needs and the work we have begun has been essential in dealing with this increased need for SEL focus and instruction.