



Norwood Public Schools
Norwood, Massachusetts

Balch Elementary School
School Improvement Plan
FY 2024-2025



Principal: Diane Ferreira
School Mission Statement:

Our mission is to ensure 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 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 the pride of good workmanship.
- Promote good citizenship and character through respect for self and others, safety in work and play, and responsible behavior.

School Data Snapshot

Selected Populations %

	2020-2021	2021-2022	2022-2023	2023-2024
First Language not English	52	49.8	51.3	54.9
English Language Learner	35.7	34.6	37.8	44.1
Students with Disabilities	18.4	17.8	18.3	18
High Needs	67.3	73.8	77.6	75.8
Economically Disadvantaged	49	61.2	61.9	61.4

Average Class Size

	2020-2021	2021-2022	2022-2023	2023-2024
All Grades	18	19	19.5	19

Mobility Rate

	2020-2021	2021-2022	2022-2023	2023-2024
All Grades (Aggregate)	92.9	93.9	93.9	88.5
Limited English Proficient	94.3	91.6	91.6	90.7
Students with Disabilities	89.2	94.2	94.2	91.9
Economically Disadvantaged	93.4	93.4	93.4	87.2

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	2023 percentile
High needs	32
Low-income	28
English learner (EL) and Former EL	56
Students with disabilities	41
American Indian or Alaskan Native	-
Asian	-
African American/Black	-
Hispanic or Latino	46
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	36

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	2022 Achievement	2023 Achievement	N
All Students	487.7	487	169
High needs	482.4	482	134
Low income	481.3	481.2	106
EL and Former EL	479.5	480.8	83
Students w/ disabilities	477.6	470.7	51
American Indian or Alaskan Native	-	-	-
Asian	-	-	-

African American/Black	486.1	481.2	25
Hispanic/Latino	479.2	482.2	66
Multi-race, Non-Hispanic/Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-
White	495.1	493.4	66

Mathematics Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2022 Achievement	2023 Achievement	N
All Students	487.9	488.4	169
High needs	482.8	483.4	134
Low income	481.5	482.2	106
EL and Former EL	483.1	484.4	83
Students w/ disabilities	474.5	473.1	51
American Indian or Alaskan Native	-	-	-
Asian	-	-	-
African American/Black	482	479	25
Hispanic/Latino	481.4	482.2	66
Multi-race, Non-Hispanic/Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-
White	494.2	496.4	66

Science Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2022 Achievement	2023 Achievement	N
All Students	493.1	485	59
High needs	485.6	479.4	45
Low income	482.7	478.6	36
EL and Former EL	482.5	477.5	26
Students w/ disabilities	476.4	-	-
American Indian or Alaskan Native	-	-	-
Asian	-	-	-
African American/Black	-	-	-
Hispanic/Latino	485.3	476.7	21
Multi-race, Non-Hispanic/Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-

White	501.8	491.7	27
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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	2022 Mean SGP	2023 Mean SGP	N
All Students	50.2	52.5	115
High needs	47.7	50.9	92
Low income	44.5	49.5	73
EL and Former EL	44.2	51.1	54
Students w/ disabilities	48.6	41.6	34
American Indian or Alaskan Native	-	-	-
Asian	-	-	-
African American/Black	-	-	-
Hispanic/Latino	43	50.1	46
Multi-race, Non-Hispanic/Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-
White	54.9	54.3	46

Mathematics Growth			
Group	2022 Mean SGP	2023 Mean SGP	N
All Students	50.3	54.9	115
High needs	50.8	53.5	92
Low income	48.9	52.3	73
EL and Former EL	52.8	55.6	54
Students w/ disabilities	45.3	56.1	34
American Indian or Alaskan Native	-	-	-
Asian	-	-	-
African American/Black	-	-	-
Hispanic/Latino	57.5	52	46
Multi-race, Non-Hispanic/Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-
White	46.9	58.1	46

Please share highlights of your school's progress in FY' 2022-2023 (200 words max):

Priority Area #1: MTSS Tiered Literacy Academy- Continue the Balch School's work with the MTSS Tiered Literacy Academy.

- Continued into the third and final year with our consultant from the DESE
- Year 1- created a block schedule for more efficient and intentional blocks for curriculum and WIN
- Year 2- created grade level data teams that met weekly with Reading Specialist, used data to create small groups, inform instruction, and monitor and measure student growth
- Year 3- concentrated on specific grade levels to develop a systematic lesson planning form for small group instruction (grade 2), met monthly with our consultant

Priority Area #2: Implementation of Science Curriculum

- Teachers in grades 3-5 were trained and are fully implementing STEMScopes
- Teachers in grades 1 and 2 utilize Mystery Science
- In Year 3 first grade teachers trained in "Science Notebooks"

Priority Area #3: Student Experience Survey Analysis

- Results from the 2022-2023 administration of the SES were analyzed and discussed at the Sept and Oct staff meetings
- Grade level teams reviewed further at CPT's
- CRSP strategies continued to be professional practice goals

Priority Area #4: Creation and Implementation of Data Teams

- Weekly grade level team data meeting with Reading Specialist (week A), and Math Interventionist (week B)
- Progress monitoring periods established, data collection protocols set-up, whole school spreadsheets for data in ELA and Math

NORWOOD PUBLIC SCHOOLS
Balch Elementary School
PRIORITY AREAS SUMMARY
2024-2025 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: Develop an Instructional Learning Team (ILT) consisting of a cross section of teachers from each grade, special education, and EL as well as the principal and curriculum coordinators.
Priority Area #2: Create an SEL/Behavioral Suite where both SAC's and the Elem. Behavior Interventionist can work and provide counseling, guidance, and support to students who are in crisis or exhibiting challenging behaviors.
Priority Area #3: Create an Attendance Committee to develop protocols and processes for supporting families of students who are chronically absent.

How will these priorities support the NPS Strategic Plan? (200 words max)

Balch SIP Priority Area #1: Instructional Learning Team

Priority 1: Instructional Focus

- 3.1 Implement a professional learning system by using professional learning time for instructional improvement that includes high-quality professional development, PLCs, data teams, and tiered supports.

Balch SIP Priority Area #2: SEL/Behavioral Suite (where protocols will be developed and put in place)

Priority 2: Culture and Climate

- 5.4 Create and maintain a district-wide system for promoting safe learning environments that includes highly-effective crisis and safety assessment teams in every school that sustains and improves the necessary safety measures and procedures that promote safe learning environments, and includes centralized communications and response infrastructure.

Balch SIP Priority Area #3: Attendance Committee where protocols and processes will be developed and put in place.

- Based on NPS 2024 SOA Plan

What professional development will be offered to support these priorities? Give a brief description and link to a more detailed plan.

PD on the purpose of Instructional Learning Teams, how they operate, and best practices.
 PD on restorative practices, trauma training reflections/consultation, behavior management
 PD on best practices in supporting families with chronic absenteeism challenges

**NORWOOD PUBLIC SCHOOLS
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 2024-2025 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: Develop an Instructional Learning Team (ILT) consisting of a cross section of teachers from each grade, special education, and EL as well as the principal and curriculum coordinators.

Goal: to foster a culture of continuous and collaborative reflection, learning, and improvement.

Action Item	People Responsible	Timeline	Evidence of Success
Professional development around ILT purpose, goals, and protocols.	Principal	Fall 2024	Teachers' interest to be on ILT team.
Invite educators to be members of the ILT.	Principal	Fall 2024	Creation of ILT
Create a schedule and structure for ILT meetings.	Principal and other ILT members	Fall 2024	Schedule development
Develop an intentional focus, structure, scope, and direction for the ILT.	ILT	Fall/Winter 2024	Record of intentional focus
Determine goal priorities, data sources, and instructional planning as it relates to the intentional focus.	ILT	Fall/Winter 2024	Meeting notes
Collaborate with data teams at CPT's to merge data with ILT determined instructional shifts.	ILT Data Teams	Ongoing 2024-2025	Meetings scheduled and recorded

Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	
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Priority Area #2: Create an SEL/Behavioral Suite where both SAC's and the Elem. Behavior Interventionist can work and provide counseling, guidance, and support to students who are in crisis or exhibiting challenging behaviors.

Goal: to have a safe place where students who are dysregulated, shut down, or experiencing strong emotions, can go to get immediate attention and intervention, and efficiently and effectively get back on track for learning.

Action Item	People Responsible	Timeline	Evidence of Success
Work with custodial staff to determine best placement of the SEL Suite.	Principal, SACs, BI, and Custodians	Spring/Summer 2024	Room selected
Provision the classroom with proper furniture and instructional materials to support de-escalation, counseling, and return to academic mindset.	Principal, SACs, BI	Summer 2024 (ordering)	Materials selected and in place
Create a PLC with SACs, behavior interventionist, principal, and school nurse.	Principal	Fall 2024	PLC agendas and schedule
PLC works to create protocols and processes for students in need of time in the SEL Suite.	PLC	Fall/Winter 2024	Protocols and processes shared with staff
Create forms for data collection.	PLC	Fall/Winter 2024	Forms created and utilized
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Purchase of furniture and materials Possible construction of work spaces for SACs and BI		

Priority Area #3: Create an Attendance Committee to develop protocols and processes for supporting families of students who are chronically absent.

Goal: to decrease the number of students who are chronically absent and increase students' overall sense of purpose and belonging in school as well as academic achievement.

Action Item	People Responsible	Timeline	Evidence of Success
Professional development around best practices for supporting families with chronic absenteeism.	Principal	Fall/Winter 2024	PD completed
Create an Attendance Committee with SACs, principal, school nurse, and home/school liaison.	Principal	Spring 2024	Team assembled
Create regularly scheduled Attendance Team meetings, protocols, and communications.	Principal Attendance Committee	Fall/Winter 2024	Schedule communicated

Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Possible purchase of incentives and rewards for students who increase their attendance and decrease tardiness		