

Norwood Public Schools
Norwood, Massachusetts



Principal:
Kerry Hutchins

School Mission Statement:

“The mission of the Frederick A. Cleveland School is to work together as a community to meet the needs of our children as they develop the skills needed to interact with the world. To achieve success and build dreams, students will learn to: become critical thinkers, acquire self-confidence, develop communication skills, show respect for others, value diversity, and become lifelong learners.”

School Data Snapshot

Selected Populations %

	2020-2021	2021-2022	2022-2023	2023-2024
First Language not English	23.6	25.8	25.0	21.8
English Language Learner	14.1	14.9	12.1	13.6
Students with Disabilities	26.5	23.2	25.3	23.0
High Needs	48.9	23.2	55.1	44.5
Economically Disadvantaged	29.7	51.7	42.3	26.2

Average Class Size

	2020-2021	2021-2022	2022-2023	2023-2024
All Grades		20.5	19.9	18.8

Mobility Rate

	2020-2021	2021-2022	2022-2023	2023-2024
All Grades (Aggregate)	96.1	95.2	94.9	
Limited English Proficient	92.5	92.3	86.7	
Students with Disabilities	98.7	94.5	93.3	
Economically Disadvantaged	89.5	95.0	89.7	

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	60
Low-income	62
English learner (EL) and Former EL	-
Students with disabilities	68
American Indian or Alaskan Native	-
Asian	-
African American/Black	-
Hispanic or Latino	-
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	58

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	500.3	498.3	172
High needs	490.3	487.7	86
Low income	490.2	486.1	51
EL and Former EL	493.1	487.1	32

Students w/ disabilities	484.5	480.2	49
American Indian or Alaskan Native	-	-	-
Asian	-	-	5
African American/Black	-	-	15
Hispanic/Latino	-	-	21
Multi-race, Non-Hispanic/Latino	-	-	11
Native Hawaiian or Pacific Islander	-	-	2
White	502.6	500.7	118

Mathematics Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2022 Achievement	2022 Achievement	N
All Students	504.0	502.5	172
High needs	493.1	492.5	86
Low income	489.4	498.5	51
EL and Former EL	494.8	492.3	32
Students w/ disabilities	487.5	487.2	49
American Indian or Alaskan Native	-	-	-
Asian	-	-	5
African American/Black	-	-	15
Hispanic/Latino	-	-	21
Multi-race, Non-Hispanic/Latino	-	-	11
Native Hawaiian or Pacific Islander	-	-	2
White	507.1	506.2	118

Science Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2019 Achievement	2022 Achievement	N
All Students	504.9	495.3	49
High needs	491.2	483.9	26
Low income	-	-	14
EL and Former EL	-	-	9
Students w/ disabilities	-	-	15

American Indian or Alaskan Native	-	-	-
Asian	-	-	1
African American/Black	-	-	4
Hispanic/Latino	-	-	8
Multi-race, Non-Hispanic/Latino	-	-	4
Native Hawaiian or Pacific Islander	-	-	1
White	505.3	497.1	31

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	57.9	46.2	102
High needs	59.2	43.8	51
Low income	57.3	48.2	29
EL and Former EL	-	-	16
Students w/ disabilities	59.2	36.9	31
American Indian or Alaskan Native	-	-	-
Asian	-	-	4
African American/Black	-	-	9
Hispanic/Latino	-	-	10
Multi-race, Non-Hispanic/Latino	-	-	9
Native Hawaiian or Pacific Islander	-	-	2
White	57.9	44.3	68

Mathematics Growth			
Group	2022 Mean SGP	2023 Mean SGP	N
All Students	55.2	46.3	102
High needs	52.9	45.4	52
Low income	51.7	50.8	30

EL and Former EL	-	-	17
Students w/ disabilities	48.2	36.6	31
American Indian or Alaskan Native	-	-	-
Asian	-	-	4
African American/Black	-	-	9
Hispanic/Latino	-	-	11
Multi-race, Non-Hispanic/Latino	-	-	9
Native Hawaiian or Pacific Islander	-	-	2
White	53.0	42.9	67

Please share highlights of your school's progress in FY' 2023-2024 (200 words max):

Progress on Goals:

- Goal 1
 - Character Strong
 - Classroom Lessons
 - School-wide common language
 - School-wide morning announcements
 - Trauma Informed/Therapeutic Classroom District Wide PD
 - School based visits
- Goal 2
 - Finished CRSP training with Highlander last school year
 - Continue with CRSP Strategies in classrooms, and PD through staff meetings this year
- Goal 3
 - Continuing to look at Inclusion in Norwood
 - Focus group happening in the district to discuss what inclusion means/looks like in Norwood
- Goal 4
 - Fully implementing Stem Scopes in 3-5
 - Teachers meet to plan with Science Curriculum Coordinator

**NORWOOD PUBLIC SCHOOLS
F.A. CLEVELAND ELEMENTARY SCHOOL
PRIORITY AREAS SUMMARY
2024-2025 SCHOOL IMPROVEMENT PLAN**

PRIORITY AREAS
Priority Area #1: Social Emotional Learning (Strategic Plan 5.1, 5.2, 5.3) Create an environment where all students feel safe and welcome.
Priority Area #2: Curriculum and Instruction (Strategic Plan 3.1, 3.2, 3.4, 3.7) High quality instruction where students are actively engaged in their learning.

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

The priority areas for the Cleveland School align with the NPS Strategic Objectives 3 (Innovative Instruction and Personalized Learning) and 5 (Safe and Supportive Schools). We will be starting the school year building relationships, as well as classroom and school communities. We will be working with a team of staff to analyze student attendance and ways to educate and support families. Throughout the year, the focus of Professional Development will be student engagement strategies and critically analyzing the curriculum.

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

Throughout the year, the focus of Professional Development will be student engagement strategies and critically analyzing the curriculum. The goal will be to have a shared understanding of what student engagement looks like, sounds like, and means at the Cleveland School, as well as implementing strategies, and common language across the school.

**NORWOOD PUBLIC SCHOOLS
F.A. CLEVELAND ELEMENTARY SCHOOL
SCHOOL IMPROVEMENT PLAN**

Priority Area #1: Social Emotional Learning (Strategic Plan 5.1, 5.2, 5.3) Goal: Create an environment where all students feel safe and welcome.			
Action Item	People Responsible	Timeline	Evidence of Success
Build relationships, structures, routines and classroom communities.	All Cleveland Staff Led by Principal, SAC and Character Strong PLC	September 2024	Grade level schedule, conversations, CPT Notes
Implement common language and expectations in common areas.	Principal and Staff	Fall 2024	Lesson plans for common areas, schedule of lessons taught
Implement school-wide monthly assemblies based on the Character Strong traits.	Principal and PLC team members	2024-2025	Decrease in student discipline, calendar of assemblies
Use Common Planning Time to collaboratively work on strategies to provide students with tier 2 and 3 SEL supports	Principal, SAC, Behavior Specialist and Teachers	2024-2025	PLC Notes, student SEL data
Form a committee to strategize ways to decrease student absences and tardies.	Principal, volunteer staff	2024-2025	Decrease in absentee rate
Character Strong PSA videos	Student Council, Laura Mullins	2024-2025	Completed Videos
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Possible Summer Committee stipends		

Priority Area #2: Curriculum and Instruction (Strategic Plan 3.1, 3.2, 3.4, 3.7) Goal: High quality instruction where students are actively engaged in their learning.			
Action Item	People Responsible	Timeline	Evidence of Success
Staff PD focused on Student Engagement/Collaborative Strategies	Principal, outside provider	2024-2025	Common understanding, definition and look-fors of student engagement
Collaborative Strategies in the Classrooms	Teachers	2024-2025	Observations in classrooms

Critically analyzing the ELA and Math curriculum, planning out units of study	Grade level teams	2024-2025	Student Data
Use Multi-tiered system of supports for all needs, what does tier 2 and tier 3 look like in the classroom	Grade level teams in CPT	2024-2025	SST data, Referral Data
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Funds for professional development in the area of collaborative teaching strategies.		