

Norwood Public Schools
Norwood, Massachusetts

Dr. Philip O. Coakley Middle School
School Improvement Plan
FY 2024-2025



Principal:
Margo Fraczek

School Mission Statement:

The mission of Dr. Philip O. Coakley Middle School is to develop global citizens who appreciate learning. In partnership with the Norwood community, we foster social, emotional, and intellectual growth in a safe, inclusive, and academically rigorous environment. We are committed to the core values of respect and responsibility.

School Data Snapshot

Selected Populations %

	2020-2021	2021-2022	2022-2023	2023-2024
First Language not English	22.7	23.2	28.1	28.1
English Language Learner	6.0	6.7	7.7	9.2
Students with Disabilities	21.7	26	25.2	25.3
High Needs	48.5	51.8	57.9	60.1
Economically Disadvantaged	31.6	N/A	N/A	N/A

Average Class Size

	2020-2021	2021-2022	2022-2023	2023-2024
All Grades	17.6	17.5	18.4	N/A

Mobility Rate

	2020-2021	2021-2022	2022-2023	2023-2024
All Grades (Aggregate)	8.1	8.5	10.5	--
Limited English Proficient	18.2	26.3	24.5	--
Students with Disabilities	7.8	7.9	11.6	--
High Needs	13.2	12.3	14.8	--

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 (delta)
High needs	12 (+2)
Low-income	14 (+2)
English learner (EL) and Former EL	36 (+6)
Students with disabilities	22 (+5)
American Indian or Alaskan Native	N/A
Asian	17 (N/C)
African American/Black	33 (+7)
Hispanic or Latino	35 (+7)
Multi-race, non-Hispanic or Latino	N/A
Native Hawaiian or Pacific Islander	N/A
White	28 (+6)

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	488	489	+1
High needs	468	477	+9
Low income	479	477	-2
EL and Former EL	474	476	+2

Students w/ disabilities	468	468	0
American Indian or Alaskan Native	--	--	--
Asian	495	517(6th only)	+23
African American/Black	480	479	-1
Hispanic/Latino	479	479	0
Multi-race, Non-Hispanic/Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	493	495	+2

Mathematics Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2022 Achievement	2023 Achievement	N
All Students	492	493	+1
High needs	482	482	0
Low income	481	482	+1
EL and Former EL	481	482	+1
Students w/ disabilities	473	473	0
American Indian or Alaskan Native	--	--	--
Asian	503	509(6th only)	+6
African American/Black	481	482	+1
Hispanic/Latino	482	482	0
Multi-race, Non-Hispanic/Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	497	497	0

Science Achievement - MCAS average composite scaled score <i>(score range= 440-560)</i>			
Group	2022 Achievement	2023 Achievement	N
All Students	493	492	-1
High needs	484	479	-5
Low income	484	477	-7
EL and Former EL	480	477	-3
Students w/ disabilities	473	474	+1

American Indian or Alaskan Native	--	--	--
Asian	500	--	--
African American/Black	485	479	-6
Hispanic/Latino	482	483	+1
Multi-race, Non-Hispanic/Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	497	497	0

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	42.3	47.0	+4.7
High needs	39.2	44.0	+4.8
Low income	39.6	43.6	+4
EL and Former EL	41.6	48.0	+6.4
Students w/ disabilities	31.0	40.0	+9
American Indian or Alaskan Native	--	--	--
Asian	51.6	--	--
African American/Black	38.6	45.3	+6.7
Hispanic/Latino	39.9	43.7	+3.8
Multi-race, Non-Hispanic/Latino	37.6	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	43.3	48.8	+5.5

Mathematics Growth			
Group	2022 Mean SGP	2023 Mean SGP	N
All Students	42.3	47.3	+5
High needs	39.2	45.3	+6.1
Low income	39.6	46.7	+7.1

EL and Former EL	41.6	49.7	+8.1
Students w/ disabilities	31.0	38.3	+7.3
American Indian or Alaskan Native	--	--	--
Asian	51.6	--	--
African American/Black	38.6	45.0	+6.4
Hispanic/Latino	39.9	47.3	+7.4
Multi-race, Non-Hispanic/Latino	37.6	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	43.3	47.0	+3.7

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

CMS saw modest change to overall achievement scores in both the aggregate and in subgroups. In particular, the High Needs subgroup saw an achievement increase of 9 points in the all grades average. In most areas there was little to no change - either positive or negative.

CMS saw significant positive change in growth scores for both ELA and math as noted in the aggregates above. ELA saw a 9 point growth for students with disabilities in particular. Math saw significant growth across all sub groups. When looking by grade level, grade 8 SGP scores were in the upper fifties and sixties, 10-15 points above the sixth and seventh grade counterpoints. This connects to the changes being made in the CMS accelerated math program and overall instruction in grade 8.

NORWOOD PUBLIC SCHOOLS
Dr. Philip O. Coakley Middle School
PRIORITY AREAS SUMMARY
2024-2026 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
<p style="text-align: center;">Priority Area #1:</p> <p>The leadership and staff at CMS will embed all current initiatives (CRSP, TII, Co-Teaching, SEI) into a CMS model of instruction using the Applied Learning framework (Real-World Problems, Content & Competence, Iteration & Persistence, Collaboration & Communication, Professional Framing) that has been piloted in the math department in 2023-24. By effectively creating a comprehensive model of instruction, CMS will continue to develop independent learners ready for high school and beyond.</p>
<p style="text-align: center;">Priority Area #2:</p> <p>In order to meet the needs of the current population of CMS students who were in 1st through 4th grade during the height of the pandemic, CMS will focus on improving reading and writing skills for all students using a comprehensive cross-curricular approach.</p>
<p style="text-align: center;">Priority Area #3:</p> <p>In order to build and improve the student and staff culture, CMS will transition from our current PBIS model for student behavior to one that incorporates restorative justice, uses a school wide model of student and staff motivation to promote positive behaviors, and create multiple opportunities for students to engage positively with school both during and outside of school hours.</p>

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

3.1 & 3.2 - The creation of PLC focused on current initiatives will help move initiative 3 into an action phase for CMS.

4.1 - The Applied Learning Framework connects easily with the Innovation Pathways at NHS helping to capitalize on students' interest and creating a k-12 career pathway program.

5.1 & 5.2 Our plan to take initiatives learned over the past 4 years and make them an embedded part of a CMS instructional program would help compete Initiative 5 of the strategic plan.

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

Applied Learning: Teach all the staff the principles of Applied Learning.

Keys to Literacy: refresher course for all staff. Training for new staff.

Professional Learning Communities: PD on how PLCs work, protocols, and effective use.

Co-teaching: Refreshers for all staff. Training for new

SEI: refreshers for all staff.

Peer Coaching training: For designated Staff.

Restorative Justice: All staff training in principals

NORWOOD PUBLIC SCHOOLS
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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:

Goal: The leadership and staff at CMS will embed all current initiatives (Culturally Responsive and Sustainable Pedagogy, Trauma Informed Instruction, Co-Teaching, Sheltered English Immersion) into a CMS model of instruction using the Applied Learning framework (Real-World Problems, Content & Competence, Iteration & Persistence, Collaboration & Communication, Professional Framing) that has been piloted in the math department in 2023-24. By effectively creating a comprehensive model of instruction, CMS will continue to develop independent learners ready for high school and beyond.

Action Item	People Responsible	Timeline	Evidence of Success
Create Professional Learning Communities focused on the four different initiatives aligned with the PLCs at Norwood High School.	Leadership Team & Department Chairs	Fall 2024	Leadership team w/Dept chairs identify PLC groups and leaders. All staff identified as part of a PLC.
Conduct Professional Development on the Principles of Applied Learning specific to academic disciplines.	Principal, Math Department Chair, ALLI trained staff. Include members from ONE8 Foundation to help support.	Fall 2024 (August)	All staff has a fundamental understand of the principles of applied leadership. Teachers will fill out a self-assessment in the fall on current practices and a end of year assessment on new lesson/units.
Work in PLC groups to define how each initiative fits into the Applied Learning model and what it looks like in the classroom.	All staff	2024-25 school year during ½ day building PD and some faculty meeting time in fall and spring.	All 4 areas have clearly identified indicators for the classroom and a definition specific to CMS.

Create a cumulative outline of how this model of instruction will look in the new CMS. Create visioning, develop lesson/unit plans.	Department Chairs/Teachers	Spring 2025	All staff have a minimum of one redesigned unit for fall 2025 in the new building.
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Stipends for Coaches and outside of school time training.		

Priority Area #2:			
Goal: In order to meet the needs of the current population of CMS students who were in 1st through 4th grade during the height of the pandemic, CMS will focus on improving reading and writing skills for all students using a comprehensive cross-curricular approach.			
Action Item	People Responsible	Timeline	Evidence of Success
Create a Professional Learning Communities focused on reading and literacy aligned with the PLCs at Norwood High School. (Literacy Across the Curriculum <i>The purpose of this PLC is to focus on how to develop students' communication skills (reading, writing, listening and speaking) and creating common language. This focuses primarily on the "communication" skill of the Portrait of a Norwood Graduate.)</i>	Leadership Team & Department Chairs	Fall 2024	Leadership team w/Dept chairs identify PLC groups and leaders. All staff identified as part of a PLC.
Expand the use of data gained from school wide methods of assessment for both reading and writing for all students. (Renaissance, CommonLit, NoRedInk). Including student that enter CMS during the school year.	ELA department PLC	Fall 2024	Screening protocol created for all new students to CMS.
Develop school wide writing prompts to increase and improve writing across content areas. Analyze the 6-12 ELA writing rubric for application across disciplines.	PLCs	Spring 2025	Students take a pre-MCAS spring writing assessment.
Analyze and maximize use of current literacy staff in a mix of co-teaching and pull out model to improve outcomes.	ELA/literacy staff	Fall 2024	Students identified as needing intervention make 3% gains on Renaissance.
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Co teaching training		

Priority Area #3:

Goal: Work to improve the student and staff culture at CMS through SEL programming, the creation of a house model system to promote positive behaviors, and find multiple opportunities for students to engage positively with school both during and outside of school hours.

Action Item	People Responsible	Timeline	Evidence of Success
Conduct professional development of the principles of restorative justice.	Admin Team	Winter 2024-Spring 2025	Observations indicate evidence of principles.
As a staff review current PBIS models and how we might align with a restorative justice model of behavior and discipline.	All staff	Spring 2025	Updated Matrix and behavior program
Select staff members to be part of a district wide chronic absenteeism task force.	Selected staff members, AP, Guidance	Fall 2024	List of members sent to district leadership.
Send grade 7 staff to Ron Clark Academy to consider the house system.	Grade 7 staff and admin	Fall 2024 - Fall 2025	All 15 grade 7 staff members attend RCA conferences.
Create and develop more programs/activities/clubs that help build community both during and after school. Incorporate parents and the community into these activities.	Admin team	Winter 2024-Spring 2025	Increased offering afterschool for all students.
Create a student advisory group (made up of a diverse group of students from all elementary neighborhoods) to the principal that meets monthly. Members would also sit on the School Council and Student Council to advise on CMS student needs.	Principal	Fall 2024	Term meeting schedule set and students chosen by October 2024
Budget Implications: What impact will implementing this priority have on the school budget? Is this budget neutral?	Professional Development: Restorative Justice costs. Cost to send staff to RCA (potential grants) House point system app/program Clubs/Activities - self-funded.		