

Norwood Public Schools  
Norwood, Massachusetts

**Prescott Elementary School**  
School Improvement Plan  
FY 2024-2025



**Principal: Bryan W. Riley**  
**School Mission Statement:**

**School Mission Statement:**

The Prescott School Community is dedicated to creating and nurturing a school environment that supports a community of learners and a love of life-long learning.

Providing instruction and programs that result in academic excellence for all children is a primary goal of the Prescott School.

The programs are designed to meet the individual needs of children and to enable them to develop to their full potential in an environment that is safe and secure.

Our curriculum will encourage students to act as responsible citizens, to respect the rights and beliefs of others, to understand and appreciate cultural diversity and to resolve conflicts peacefully.

High priorities of the Prescott School are to educate students to think critically and creatively, to read with understanding, to develop mathematical and problem-solving skills, to communicate their thoughts clearly both orally and in writing and to apply computer technology to learning.

## School Data Snapshot

### Selected Populations %

	2020-2021	2021-2022	2022-2023	2023-2024
First Language not English	45.7	41.3	42.4	39.6
English Language Learner	20.9	18.9	18.9	22.8
Students with Disabilities	15.5	17.8	16.9	18.0
High Needs	54.7	55.2	56.8	58.8
Economically Disadvantaged/Low Income	18.6	27	42.3	42.2

### Average Class Size

	2020-2021	2021-2022	2022-2023	2023-2024
All Grades	19	17.3	18	18

### Mobility Rate

	2020-2021	2021-2022	2022-2023	2023-2024
All Grades (Aggregate)	92.5	88.1	86.5	
Limited English Proficient	87	80.8	77.1	
Students with Disabilities	100	94.5	90.9	
Economically Disadvantaged/Low Income	87.5	90.5	84.8	

## 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
High needs	85
Low-income	86
English learner (EL) and Former EL	88
Students with disabilities	-
American Indian or Alaskan Native	-
Asian	-
African American/Black	-
Hispanic or Latino	-
Multi-race, non-Hispanic or Latino	-
Native Hawaiian or Pacific Islander	-
White	68

### 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	502	503	119
High needs	496	498	70
Low income	496	495	41
EL and Former EL	496	504	37
Students w/ disabilities	488	481	21
American Indian or Alaskan Native	-	-	1
Asian	509	513	21
African American/Black	-	491	14

Hispanic/Latino	490	495	17
Multi-race, Non-Hispanic/Latino	-	-	2
Native Hawaiian or Pacific Islander	-	-	2
White	501	502	54

<b>Mathematics Achievement - MCAS average composite scaled score</b> (score range= 440-560)			
Group	2022 Achievement	2023 Achievement	N
All Students	504	506	120
High needs	498	499	71
Low income	495	495	42
EL and Former EL	497	504	38
Students w/ disabilities	489	482	21
American Indian or Alaskan Native	-	-	2
Asian	516	517	29
African American/Black	-	496	14
Hispanic/Latino	487	493	17
Multi-race, Non-Hispanic/Latino	-	-	2
Native Hawaiian or Pacific Islander	-	-	2
White	503	507	55

<b>Science Achievement - MCAS average composite scaled score</b> (score range= 440-560)			
Group	2022 Achievement	2023 Achievement	N
All Students	503	504	43
High needs	498	489	22
Low income	-	489	15
EL and Former EL	497	495	10
Students w/ disabilities	498	-	4
American Indian or Alaskan Native	-	-	6
Asian	513	-	9
African American/Black	-	-	6
Hispanic/Latino	-	-	5
Multi-race, Non-Hispanic/Latino	-	-	1
Native Hawaiian or Pacific Islander	-	-	2
White	504	507	20

## 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	47	49	119
High needs	44	51	70
Low income	41	49	41
EL and Former EL	46	57	37
Students w/ disabilities	-	-	21
American Indian or Alaskan Native	-	-	1
Asian	-	-	29
African American/Black	-	-	14
Hispanic/Latino	-	-	17
Multi-race, Non-Hispanic/Latino	-	-	2
Native Hawaiian or Pacific Islander	-	-	2
White	50	43	54

Mathematics Growth			
Group	2022 Mean SGP	2023 Mean SGP	N
All Students	56	61	120
High needs	55	58	71
Low income	59	55	42
EL and Former EL	57	63	38
Students w/ disabilities	-	-	21
American Indian or Alaskan Native	-	-	1
Asian	-	-	29
African American/Black	-	-	14
Hispanic/Latino	-	-	17
Multi-race, Non-Hispanic/Latino	-	-	2
Native Hawaiian or Pacific Islander	-	-	2
White	54	57	55

## School Improvement Plan Reflection (2022-2023)

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

### **Priority Area #1 (MTSS/RTI)**

- Scheduling committee formed in Spring 2023 to establish scheduling efficiencies and guidance for classroom teachers and EL/special ed/specialists
- Implemented scheduling structure for SY 2023-2024, currently evaluating revisions
- New MTSS form and process established including sending staff to Massachusetts School Administrators Association (MSAA) training on effective MTSS Team structures and data collection

### **Priority Area #2 (Professional Learning Communities/PD)**

- Effective Balch-Prescott partnership with two teachers (classroom and EL) to share best practices across buildings
- Focused on community/family engagement such as our Windsor Gardens partnership and events such as Family STEM Night
- Effective use of PD/Common Planning Time to support ongoing district initiatives such as small group instruction, early literacy skills and data informed instruction

### **Priority Area #3 (Science Program Implementation)**

- Effectively solicited feedback from teachers around PD needs for STEM Scopes and Mystery Science Specific PD was tailored to grade levels/teams based on their needs
- Supported by Elementary Science Coordinator, teams have spent time digging into Science standards and alignment with the new program
- Robust Science instruction is happening and it is engaging and meaningful for students

### **Priority Area #4 (School Based Communication Analysis)**

- Family Communication Survey was completed in SY 2022-2023 and analyzed by School Council and School staff throughout 2023-2024
- Communication norms were established by staff and communicated to families (and is included in each week's Principal Update)
- Principal Riley sends our weekly comprehensive updates to families on Thursday evenings
- Teachers use ParentSquare to communicate with families and families know how to get in touch with their child's teacher through a tool in their home language
- Lexikeet is now the exclusive program utilized to translate with families

Overall, the Prescott School continues to be a fantastic place for teaching and learning. Every adult in the building from aides to teachers to custodians and office staff are committed to supporting students both academically and socially-emotionally. The Prescott staff have really embraced the Character Strong social emotional learning program and hold monthly assemblies to celebrate members of our community who exemplify the SEL competencies that we are working on. This is an exciting time in our school community!

**NORWOOD PUBLIC SCHOOLS  
Prescott 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: ST Math (Strategic Plan Priority # 1)
Priority Area #2: Chronic Absenteeism (Strategic Plan Priority #2)
Priority Area #3: Effective Data Teams (Strategic Plan Priority # 1)

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

**Priority Area #1 (ST Math) :** ST Math is a supplemental Math program that will help all students with spatial-temporal mathematical development. This is especially true for our Multilingual Learners as well as students with disabilities who may struggle with language heavy concepts. Additionally, through the use of “puzzle talks”, teachers will have the opportunity to foster meaningful mathematical discourse in their classroom to foster number sense development. This program will foster the academic growth and confidence of all students.

**Priority Area #2 (Chronic Absenteeism):** It is critical that we support families with getting their children to school on a routine basis so that meaningful learning can happen at school. In the 2022-2023 school year, 23% of Prescott students were chronically absent (10% or more of school days). Students must be in school regularly in order to benefit from the instruction that is provided by the school staff.

**Priority Area #3 (Data Teams):** Data team work will allow constant reflection on teaching practices, student growth and where professional learning may need to occur to support teachers in meeting all students' needs. This connects to Strategic Plan 3.1 and the overarching Strategic Plan Priority #1 of instructional foci.

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

The district’s professional development plan will support many of these areas. Specifically, through the ST Math grant, teachers will receive multiple professional learning and coaching opportunities throughout the year with our partners at ST Math. This is rolled into the cost of the grant and is not additional to what is already committed. If there are specific professional learning opportunities to support new learning in either Priority Area #2 or Priority Area #3, it will be supported by the local school budget. As an example, there are times where organizations such as the Massachusetts Partnership for Youth (MPY) or Massachusetts School Administrators Association (MSAA) offer various workshops on specific areas that would be beneficial for

school staff to attend in support of these priority areas.



**NORWOOD PUBLIC SCHOOLS**  
**Prescott Elementary School**  
**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.

<b>Priority Area #1: ST Math (Strategic Plan Priority # 1)</b> <b>Goal: Implement ST Math with fidelity during the 2024-2025 school year</b>			
<b>Action Item</b>	<b>People Responsible</b>	<b>Timeline</b>	<b>Evidence of Success</b>
Plan and implement three professional learning sessions with ST Math during the 2024-2025 school year	Principal, Elementary Math Coordinator	Fall 2024	PD Calendar/Plan
Develop way to track student puzzle completion and add to routine ST Math implementation team agenda	Principal, Elementary Math Coordinator, ST Math Champions	2024-2025 School Year	ST Math Resource Document and tracking documents
Determine how to recognize both student completion and progress each month	Principal, Elementary Math Coordinator, ST Math Champions	2024-2025 School Year	Photos/Certificates and written plan
<b>Budget Implications:</b> What impact will implementing this priority have on the school budget? Is this budget neutral?	The ST Math Grant and the small cost of the grant implementation has already been designated for the 2024-2025 school year.		

<b>Priority Area #2: Chronic Absenteeism (Strategic Plan Priority #2)</b> <b>Goal: Develop systems and structures to support families in reducing the # of students who are chronically absent at Prescott School.</b>			
<b>Action Item</b>	<b>People Responsible</b>	<b>Timeline</b>	<b>Evidence of Success</b>
Establish absenteeism team to review absentee data monthly	Principal	August-September 2024	Team meeting notes
Establish a “case load” model across absenteeism team to have families with chronically absent students with one point person at the school	Principal	September 2024	Anonymized caseload data tracker
Calculate and celebrate students who are making attendance improvements over the course of the month	Principal	2024-2025 School Year	Photos of bulletin boards and certificates
<b>Budget Implications:</b> What impact will implementing this priority have on the school budget? Is this budget neutral?	No budget implication.		

Priority Area #3: Effective Data Teams (Strategic Plan Priority # 1)			
Goal: Maintain monthly data team meetings that are focused around student growth, access to high quality instructional materials and effective instructional strategies			
Action Item	People Responsible	Timeline	Evidence of Success
Determine universal behavior/SEL screener resources (Character Strong or otherwise) and investigate whether appropriate to purchase for 2025-2026	Prescott SEL Team	September 2024-December 2024	SEL Team meeting notes/programs considered
Provide at least one opportunity for Prescott data team members to observe/collaborate with members from another elementary school's data team to discuss best practices	Prescott School Leadership Team	2024-2025 School Year	Team Meeting Notes
Develop a comprehensive data sheet that is collaborative amongst data team and specialists	Prescott School Leadership Team	September-October 2024	Data Team tracking sheet
<b>Budget Implications:</b> What impact will implementing this priority have on the school budget? Is this budget neutral?	No budget implication for 2024-2025		