

Norwood Public Schools
Norwood, Massachusetts

Oldham School

SCHOOL
IMPROVEMENT
PLAN

2018-2019

Principal:

Dr. Wesley P. Manaday
Resubmitted to the School Committee on October 18, 2018
With the Official Results of 2018 MCAS 2.0 Assessment

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

Demographics

Enrollment by Gender

	2014--2015	2015-2016	2016-2017	2017-2018
Male	120	117	118	103
Female	107	112	116	122
Total	227	230	234	225

Enrollment by Race/Ethnicity %

Race	2014-2015	2015-2016	2016-2017	2017-2018
African American	13.72	12.66	12.0	12.8
Asian	3.3	5.68	7.7	5.7
Hispanic	5.75	8.74	8.1	8.4
Native American	0.0	0.0	0.0	0.0
White	73.89	71.18	70.9	72.7

Selected Populations %

	2014-2015	2015-2016	2016-2017	2017-2018
First Language not English	13.7	11.7	15.4	14.1
Limited English Proficient	9.29	8.7	6	6.2
Low-income	29.76	32.0	25.2	19.4
Retentions	0.0	0.0	0.0	0.0
Special Education (total)	14.6	18.3	19.2	23.3

Average Class Size

	2014-2015	2015-2016	2016-2017	2017-2018
All Grades	20.5	19.2	16.35	16.07
	Mobility Rate % Stability			
All Grades (Aggregate)	95	90.4	93.9	N/A
Limited English Proficient	78.9	81.0	87.0	N/A
Special Education	98	86.7	90.4	N/A
Low Income	94.7	83.6	86.9	N/A

MCAS

MCAS Next Generation Spring 2017											
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Students Included
	School	State	School	State	School	State	School	State	School	State	
Grade Level 3-Reading	50	47	6	8	44	39	48	42	2	10	52
Grade Level 3-Math	65	49	8	7	58	42	33	38	2	13	52
Grade Level 4-ELA	47	48	8	7	38	41	47	42	6	10	34
Grade Level 4-Math	79	49	9	6	71	43	18	39	3	13	34
Grade Level 5-ELA	34	49	5	6	30	43	64	42	2	10	44
Grade Level 5-Math	36	46	0	7	36	39	64	44	0	10	44
	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/Failing		Students Included
MCAS Grade Level 5-SC/Tech/Eng	36	46	2	17	34	29	52	39	11	15	

MCAS Next Generation Spring 2018												
Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		Alt. Test	Students Included
	School	State	School	State	School	State	School	State	School	State		
Grade Level 3-Reading	62	52	2	9	60	43	30	41	7	7	N/A	43
Grade Level 3-Math	75	50	12	10	63	40	19	38	7	7	N/A	43
Grade Level 4-ELA	44	53	0	10	44	41	36	39	8	9	N/A	50
Grade Level 4-Math	52	54	12	7	44	41	36	39	8	13	N/A	50
Grade Level 5-ELA	59	54	3	6	56	48	38	38	3	8	N/A	32
Grade Level 5-Math	84	46	9	5	75	41	12	44	3	10	N/A	32
	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/Failing		Alt. Test	Students Included
MCAS Grade Level 5-SC/Tech/Eng	78	48	22	18	56	30	19	39	3	13		

Cumulative Progress and Performance Indices

		2014	2015	2016	2017	2018
School Accountability Level		1	2	2	No Status	Partially meeting targets
Accountability Target (75 PPI) All Students		78	72	85	Baseline	Partially meeting targets
Accountability Target (75 PPI) High Needs Students		88	72	79	Baseline	Partially meeting targets
English Language Arts (CPI)	All Students	88.4	87	92.3	Baseline	Below targets
	High Needs	81.6	75.8	84.5	Baseline	Below targets
Math (CPI)	All Students	86.5	87.2	84.3	Baseline	Meeting targets
	High Needs	80.3	80.7	79.1	Baseline	Meeting targets
Science (CPI)	All Students	78.1	76.9	79.0	Baseline	Exceeded targets
	High Needs	76.9	75	69.7	Baseline	Exceeded targets

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**Progress Report
OF THE
2016-2018 SCHOOL IMPROVEMENT PLAN
Year 2**

PROGRESS REPORT: Please give a status report on each objective that was identified in your 2016-2018 School Improvement Plan. If the objective has been accomplished, please indicate when and how it has benefited the school. If the objective has not been accomplished, please explain why and when you anticipate the objective will be completed.

2016-2018 OBJECTIVES	STATUS
ENGLISH LANGUAGE ARTS	
1. Continue to use the computer lab and carts to publish student writing using a variety of digital tools including the use of Chromebooks, iPads and Google Drive.	This goal was met as Chrome Books, iPads and Google Drive expanded students' opportunities to publish their writing quarterly.
2. Continue to build consistency in vocabulary development.	Teachers took the time to do this. Developing a vocabulary program that is consistent in our school building still is a work in progress. We will need to review the ELA curriculum and continue to work on this goal.
3. Continue to refine our Response to Intervention (RTI) model so that each student makes at least one (1) year's worth of progress within the school year as determined by the Developmental Reading Assessment (DRA).	Teachers along with the Reading Specialist, successfully reached this goal. At Grade Level Team and All Staff Meetings we continually explored ways that we could make our instruction more effective.
4. Continue to strive for consistency to have teachers meet with at least 3 small groups in Reading Workshop each day.	We continued to strive for consistency throughout the school as teachers were encouraged and supported to meet with at least 3 reading groups every day.
5. Continue to use common planning time to discuss best practices in improving topic development. Meet weekly to assess student writing and explore ways to improve students' writing in this area.	Teachers continued to meet formally and informally. We found ways to meet more frequently to improve topic development in students' writing. The school principal and substitute teacher covered recess duties to give teachers more time to have discussions at their Grade Levels.

MATHEMATICS	
1. Continue to implement and sustain the “Problem of the Day” math calendars on a monthly basis in Grades 3-5, both in school and at home to practice, review and reinforce math skills and strategies.	These practices were consistently implemented and sustained in Grades 3, 4, and 5.
2. Continue to implement a Tier 1 Response to Intervention (RTI) model by developing a weekly school wide common math center time where teachers differentiate instruction using manipulatives, technology, games, and problem solving activities to address individual needs.	The Tier 1 Response to Intervention (RTI) model was implemented and sustained by all grade level teachers.
3. Continue to maintain no less than 75 minutes of interrupted math instructional time each day.	This goal presented challenges due to the specialist’s schedules. The teachers persevered and found ways to have 75 minutes of math instructional time in between specialist teacher’s classes.
4. Meet twice monthly as a Math Team to discuss curriculum alignment for the EnVisions 2.0 Math Program in its third year of implementation throughout the school district.	The Math Team met twice monthly to discuss curriculum alignment as it implemented the EnVisions 2.0 Math Program. Most of these meetings also involved the input of the Elementary Math Curriculum Coordinator.
MCAS	
1. Increase student achievement at the proficient level and reduce the numbers of students in both the warning and needs improvement levels on the MCAS 2.0 2018 English Language Arts Assessment. Compare these results to those of the MCAS 2.0 2017.	The ELA results of the MCAS 2018 Assessments have been embargoed by the MA Department of Elementary and Secondary Education until late September/early October 2018.
2. Increase student achievement at the proficient level and reduce the numbers of students in both the warning and needs improvement levels on the MCAS 2.0 2018 Math Assessment. Compare these results to those of the MCAS 2.0 2017.	The Math results of the MCAS 2018 Assessments have been embargoed by the MA Department of Elementary and Secondary Education until late September/early October 2018.
3. Increase student achievement at the proficient level and reduce the numbers of students in both the warning and needs improvement levels on the MCAS 2.0 2018 Science, Technology, and Engineering Assessment. Compare these results to those of the MCAS 2.0 2017.	The Science, Technology, and Engineering results of the MCAS 2018 Assessments have been embargoed by the MA Department of Elementary and Secondary Education until late September/early October 2018.

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**PRIORITY AREAS
OF THE
2018-2019 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
ENGLISH LANGUAGE ARTS
1. Roll out Foundations Curriculum in Grades 1 and 2.
2. Using a variety of digital tools including Chrome Books, iPads and Google Drive, students will publish their writing at least 10 times per year.
3. Continue to refine our Response to Intervention (RTI) model so that each student makes at least one (1) year’s worth of progress within the school year as determined by the Developmental Reading Assessment (DRA).
4. Continue to strive for consistency to have teachers meet with at least 3 small groups in Reading Workshop each day.
5. Continue to create common planning time to discuss best practices to improve topic development. Students will write across the curriculum at least 180 minutes per week.
6. Students will read more informational texts using a variety of print and on-line resources such as NEWSOLA.
MATH
1. Implement and sustain guided math groups in the classroom during math instructional time.
2. Maintain no less than 75 minutes of uninterrupted math instructional time each day.
3. Continue to improve upon our Tier 1 Response to Intervention (RTI) model by developing grade level common math centers time in which teachers differentiate instruction using manipulatives, technology, games, and problem solving activities to address the individual needs of students.
4. Continue to build consistency at all grade levels in implementing “Problem of the Day” math calendars on a monthly basis.
SCIENCE and TECHNOLOGY
1. Maintain science instruction and activities at 120 minutes per week by teaching science across the curriculum.
2. Embed blended learning into the curriculum
3. Work with the FUSE Fellow to incorporate best technology learning practices into the instruction.

ASSESSMENT

1. Increase student achievement at the meeting or exceeding expectations levels by 15% and reduce the numbers of students in both the partially meeting or not meeting expectations levels by 15% on the MCAS 2.0 2019 English Language Arts Assessment.
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2. Increase student achievement at the meeting or exceeding expectations levels for by 10% and reduce the numbers of students in both the partially meeting or not meeting expectations levels for by 10% on the MCAS 2.0 2019 Math Assessment.

3. Increase student achievement at the proficient or higher levels for Grade 5 by 5% and reduce the numbers of students in both needs improvement and warning/failing levels for Grade 5 by 5% on the MCAS 2.0 2019 Science, Technology and Engineering Assessment.

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SCHOOL IMPROVEMENT PLAN
OF THE PRINCIPAL AND SCHOOL COUNCIL

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.

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
ENGLISH LANGUAGE ARTS			
1. Roll out Foundations Curriculum in Grades 1 and 2.	Wesley Manaday, Principal; Candice De Boer, Literacy Specialist; and Grades 1 and 2 Classroom Teachers; Special Education Teachers and Paraprofessionals; Title One Teacher; and ELL Teacher	9/18-6/19	This is a soft roll out. The Literacy Specialist and Grades 1 and 2 Teachers were trained over the summer 2018. Outcomes will be measured by Foundations end of unit assessments
2. Using a variety of digital tools including Chrome Books, iPads and Google Drive, students will publish their writing at least 10 times per year.	Wesley Manaday, Principal; Candice De Boer, Literacy Specialist; Classroom Teachers; Special Education Teachers and Paraprofessionals; Title One Teacher; and ELL Teacher.	9/18-6/19	All students will publish their writing monthly, using a variety of digital tools.

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
3. Continue to refine our Response to Intervention (RTI) model so that each student makes as least one (1) year's worth of progress within the school year as determined by the Developmental Reading Assessment (DRA).	Wesley Manaday, Principal; Candice De Boer, Literacy Specialist; Classroom Teachers; Special Education Teachers and Paraprofessionals; Title One Teacher; and ELL Teacher	9/18-6/19	Students will make at least 1 year's worth of progress as demonstrated on the DRA test results.
4. Continue to strive for consistency to have teachers meet with at least 3 small groups in Reading Workshop each day.	Wesley Manaday, Principal; Candice De Boer, Literacy Specialist; Classroom Teachers	9/18-6/19	Students will make at least 1 year's worth of progress as demonstrated on the DRA test results.
5. Continue to use common planning time to discuss best practices to improve topic development. Students will write across the curriculum at least 180 minutes per week.	Wesley Manaday, Principal; Candice De Boer, Literacy Specialist; Classroom Teachers	9/18-6/19	Students will continue to improve in topic development as demonstrated on monthly writing samples.
6. Students will read more informational texts using a variety of print and on-line resources such as NEWSELA.	Wesley Manaday, Principal; Candice De Boer, Literacy Specialist; Classroom Teachers; Special Education Teachers and Paraprofessionals; Title One Teacher; and ELL Teacher.	9/18-6/19	Students will be able to demonstrate their progress on informational non-fiction writing samples.

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
MATH			
1. Implement and sustain guided math groups in the classroom during math instructional time.	Wesley Manaday, Principal; Jill Milton, School District Math Coordinator; Stephen Perry, Math Team Leader; Classroom Teachers; and Special Education Teachers and Paraprofessionals (Paras)	9/18-6/19	Students will demonstrate math problem solving proficiency as demonstrated in the end of unit and common math assessments.
2. Maintain no less than 75 minutes of uninterrupted math instructional time each day.	Wesley Manaday, Principal; Stephen Perry, Math Team Leader; Classroom Teachers; and Special Education Teachers and Paras	9/18-6/19	Students will show an improvement on their math end of unit assessment scores.
3. Continue to improve upon our Tier 1 Response to Intervention (RTI) model by developing grade level common math center time in which teachers differentiate instruction using manipulatives, technology, games, and problem solving activities to address the individual needs of students.	Wesley Manaday, Principal; Stephen Perry, Math Team Leader; Classroom Teachers; and Special Education Teachers and Paras	9/18-6/19	Students will show an increase of math proficiency as demonstrated on the math common assessments.
4. Continue to build consistency at all grade levels in implementing “Problem of the Day” math calendars on a monthly basis.	Wesley Manaday, Principal; Stephen Perry, Math Team Leader; Classroom Teachers; and Special Education Teachers and Paras	9/17-6/18	Students will demonstrate math problem solving proficiency as demonstrated in the end of unit and common math assessments.

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
SCIENCE			
1. Maintain science instruction and activities at 120 minutes per week by teaching science across the curriculum.	Wesley Manaday, Principal; Classroom Teachers; and Special Education Teachers and Paras		Students will show an increase in non-fiction writing, an increase in the results in school district assessments, and a 20% increase in proficiency as demonstrated on the Science and Technology MCAS 2.0 Assessment.
2. Embed blended learning into the curriculum.	Wesley Manaday, Principal; Classroom Teachers; and Special Education Teachers and Paras	9/18-6/19	Students will show an increase in non-fiction writing, an increase in the results of school district assessments, and a 20% increase in proficiency as demonstrated on the Science and Technology MCAS 2.0 Assessment.
3. Work with the FUSE Fellow to incorporate best technology learning practices into the instruction.	Wesley Manaday, Principal; School District Fuse Fellow; Classroom Teachers; and Special Education Teachers and Paras	9/18-6/18	Students will show an increase in non-fiction writing, an increase in the results of school district assessments, and a 20% increase in proficiency as demonstrated on the Science and Technology MCAS 2.0 Assessment.

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
ASSESSMENT			
1. Increase student achievement at the meeting or exceeding expectations levels by 15% and reduce the numbers of students in both the partially meeting or not meeting expectations levels by 15% on the MCAS 2.0 2019 English Language Arts Assessment.	Wesley Manaday, Principal; Candice De Boer, Literacy Specialist; Library Teachers, Classroom Teachers; Special Education Teachers and Paras; Title One Teacher; and ELL Teacher		DRA Scores; Monthly writing samples; Increase the library collections; and Increase blended learning in curriculum.
2. Increase student achievement at the meeting or exceeding expectations levels for by 10% and reduce the numbers of students in both the partially meeting or not meeting expectations levels for by 10% on the MCAS 2.0 2019 Math Assessment.	Wesley Manaday, Principal; Stephen Perry, Math Team Leader; Classroom Teachers; Special Education Teachers and Paras; Title One Teacher; and ELL Teacher	9/18-6/19	Benchmark Assessments; Mid-year assessments; and increase blended learning
3 Increase student achievement at the proficient or higher levels for Grade 5 by 5% and reduce the numbers of students in both needs improvement and warning/failing levels for Grade 5 by 5% on the MCAS 2.0 2019 Science, Technology and Engineering Assessment.	Wesley Manaday, Principal; Erica Lockwood and Will Goulart, Science Teachers; Classroom Teachers; Special Education Teachers and Paras; Title One Teacher; and ELL Teacher	9/18-6/19	Unit assessments; Increase non-fiction collections in both the library and classrooms; and Increase the use of technology.

**PROJECTED PROFESSIONAL DEVELOPMENT
and DATA MEETINGS 2018-2019**

September	<ul style="list-style-type: none"> • Professional Development Day School Opening, September 4, 2018 • Social Emotional Learning with Louise Stokes, September 5, 2018 • Bi-Monthly Grade Level Team Meetings in ELA/Math • All Staff Meeting, Sept. 18, 2018 • School Council Meeting, Sept. 19, 2018 • Open House, Sept. 20, 2018
October	<ul style="list-style-type: none"> • Professional Development Day, Social Emotional Learning, Oct. 10, 2018 • Bi-Monthly Grade Level Team Meetings in ELA/Math • Common Planning Time on ELA and Math Work • All Staff Meeting, Oct. 16, 2018 • School Council Meeting, Oct. 17, 2018
November	<ul style="list-style-type: none"> • Professional Development Nov. 6, 2018 • Bi-Monthly Grade Level Team Meetings in ELA/Math • Common Planning Time on ELA and Math Work • All Staff Meeting, Nov. 13, 2018 • School Council Meeting, Nov. 14, 2018 • Parent Teacher Conferences Nov. 15 and 16, 2018
December	<ul style="list-style-type: none"> • Professional Development Half-Day, Dec. 12, 2018 • Bi-Monthly Grade Level Team Meetings in ELA/Math • Common Planning Time ELA Looking at Student Writing Work • All Staff Meeting, Dec. 18, 2018 • School Council Meeting, Dec. 19, 2018
January	<ul style="list-style-type: none"> • All Day Professional Development Day, Jan. 2, 2019 • Bi-Monthly Grade Level Team Meetings in ELA/Math • Common Planning Time ELA Looking at Student Writing Work • All Staff Meeting, Jan. 15, 2019 • School Council Meeting, Jan. 16, 2019

February	<ul style="list-style-type: none"> • Professional Development Day Half-Day, Feb. 7, 2019 • Bi-Monthly Grade Level Team Meetings in ELA/Math • Common Planning Time ELA Looking at Student Writing Work • All Staff Meeting, Feb. 12, 2019 • School Council Meeting, Feb. 14, 2019
March	<ul style="list-style-type: none"> • Parent Teacher Conferences, March 7 and 8, 2019 • Common Planning Time ELA Looking at Student Writing Work • Bi-Monthly Grade Level Team Meetings in ELA/Math • All Staff Meeting, March 19, 2019 • School Council Meeting, March 20, 2019
April	<ul style="list-style-type: none"> • Professional Development Half-Day, April 1, 2019 • Common Planning Time ELA Looking at Student Writing Work • Bi-Monthly Grade Level Team Meetings in ELA/Math • All Staff Meeting, April 23, 2019 • School Council Meeting, April 24, 2019
May	<ul style="list-style-type: none"> • Common Planning Time ELA Looking at Student Writing Work • Bi-Monthly Grade Level Team Meetings in ELA/Math • Professional Development Half-Day, Transition Planning, May 17, 2019 • All Staff Meeting, May 21, 2019 • School Council Meeting, May 22, 2019
June	<ul style="list-style-type: none"> • Monthly Grade Level Team Meetings in ELA/Math • Common Planning Time ELA Looking at Student Writing Work • All Staff Meeting, June 11, 2019 • School Council Meeting, June 12, 2019