

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Bryan William Riley
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Charles J. Prescott Elementary School
(As it should appear in the official records)

School Mailing Address 66 Richland Road
(If address is P.O. Box, also include street address.)

Norwood MA 02062-0067
City State Zip Code+4 (9 digits total)

County Norfolk County

Telephone (781) 762-6497
Web site/URL

Fax

https://www.norwood.k12.ma.us/pre
scott/index

E-mail briley@norwood.k12.ma.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. David Thomson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail dthomson@norwood.k12.ma.us

District Name Norwood School District Tel. (781) 762-6497

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Myev Bodenhofer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	1	1
1	24	31	55
2	30	28	58
3	25	24	49
4	21	22	43
5	21	16	37
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	121	122	243

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 27 % Asian
 - 5 % Black or African American
 - 7 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 57 % White
 - 3 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 21%

If the mobility rate is above 15%, please explain.

At the Prescott School, we have multiple international families, mostly from India, who are here on multi-year assignments. Many of these families have to leave partially through the year to return back to their home country and new families arrive.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2017	249
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. English Language Learners (ELL) in the school: 15 %
37 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Telugu, Turkish, Spanish, Hindi, Urdu, Tamil, Portuguese, Gujarati, Berber, Albanian, Romanian, Arabic, Armenian, French, Indian, Ukrainian, Chinese, Russian, Tagalog, Nepali

7. Students eligible for free/reduced-priced meals: 16 %
Total number students who qualify: 38

8. Students receiving special education services: 17 %
41 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>11</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	95%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision 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.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

The students who attend the Charles J. Prescott School all live within the geographical area that surrounds the Prescott. In Norwood, students are assigned to schools based on their proximity to the school.

PART III – SUMMARY

Charles J. Prescott Elementary School is a community of learners ranging from grades one through five in Norwood, Massachusetts. Prescott is one of five neighborhood elementary schools in the Norwood Public School system whose boundary encompasses the surrounding geographic neighborhood and extends to a 914-unit apartment community located approximately four miles away. The student population includes students on Individualized Education Plans, 504 Plans, and students who are English Language Learners. In addition to the thirteen grade-level general education classrooms, Prescott has one substantially separate PACS (Practical Application of Curriculum and Skills) classroom which services students in grades kindergarten through second grade.

Prescott teachers believe it is imperative to focus on the whole child and work to develop children academically, emotionally, physically, socially and culturally. This begins with establishing an inclusive environment where everyone feels welcome and comfortable sharing their ideas. Our diverse group of learners includes students whose families have been part of the Norwood community for generations learning alongside many students who have only recently moved to the United States. Families from India, Russia, Mexico, El Salvador, Guatemala, Haiti, Brazil, Uganda, Albania, Egypt, Lebanon and Saudi Arabia all contribute to our special learning environment where everyone is able to share his or her unique knowledge and skills. With such a culturally diverse student population, the students develop strong cultural awareness through peer learning. Students are given opportunities in the classroom to share information about their culture and traditions through various class projects, such as creating a timeline of important milestones in their lives or writing and creating a slideshow about a special holiday that they celebrate.

The emphasis on inclusion and positive peer interactions is ever present at Prescott School. It is a core believe that social emotional learning is a crucial component of the education of our students. The Parent Teacher Organization has supported staff in this mission by purchasing “Buddy Benches” to help students become more aware of their peers who are feeling left out so that they can help them feel more included. Furthermore, the PTO has invested in outdoor recess materials that encourage cooperative play, such as soccer nets, for the students to use together during their three daily recesses. The school adjustment counselor also sets up weekly lunch groups for students who will benefit from having guidance with their peer interactions during lunch. Throughout the year, after-school enrichment clubs are offered. These clubs are a chance for teachers and parents to share their unique interests and talents and for students to interact with peers across different grade levels who have common interests.

It is important that the students of Prescott School feel a sense of ownership of their learning environment. Some of the programs that allow for students to make this school their own include the Student Council and the Principal’s Advisory Committee. The Student Council was formed four years ago and has one representative from each classroom. The Principal’s Advisory Committee is a second group that gives students a voice in decisions that affect our school community. This year Prescott welcomed a new principal for the first time in fourteen years and he established this committee to guide him as he makes decisions about what aspects of the school should be considered for change.

The students and staff of Prescott School uphold many long-standing annual traditions that enhance our sense of community and our students’ pride in their work. These traditions provide opportunities for the entire school community to unite and celebrate each other’s accomplishments. Student enthusiasm is overflowing during whole-school events such as our annual science themed game show, which is a fantastic combination of academic and physical fitness challenges, or our “Battle of the Books” faceoff, which promotes both a love of literature and multi-age collaboration. The pride of accomplishment of each and every student is evident during grade-specific traditions that give them the opportunity to share their learning with their families at unit culminating activities. Their first grade Pilgrim and Wampanoag play, second grade Patriotic performance, third grade Living Wax Museum, fourth grade Westward Expansion Western BBQ, and fifth grade Pasta Supper are all special milestones in their elementary school journey.

In his first year at Prescott School, our principal has carried on many of Prescott’s traditions, while working to bring new traditions to the school as well. He invited families to visit the school at the end of the summer

for “Popsicles with the Principal” to introduce himself to the community. He also initiated our first annual Grandparents’ Day which was enjoyed by the students, staff, and families. Grandparents were welcomed to join their grandchildren in their classrooms during the school day to witness engaging learning experiences.

While Prescott has a longstanding tradition of academic excellence, the school recently celebrated a milestone that recognized the hard work and talent of the community. In 2018, our school was honored as one of fifty-two schools in Massachusetts for exemplary performance on the Massachusetts Comprehensive Assessment System exam. Prescott was given this recognition for high achievement in both the Mathematics and English Language Arts portions of the exam and for exceeding target goals that had been set by the Massachusetts Department of Education.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Prescott delivers a strong core reading curriculum reflecting best practices consistent with current research in reading development that is aligned to both Common Core Standards and the Massachusetts Frameworks. Effective instruction, critical assessment and early intervention are the cornerstones of Prescott’s balanced literacy approach. Strong and consistent collaboration between the reading specialist, inclusion specialists and classroom teachers helps ensure that all students’ needs are met in both small guided-instruction groups as well as whole class lessons.

Prescott’s mission as educators is to promote lifelong learning for all students. Instilling a love of reading occurs through discussions, whole class read alouds and “fishbowl” activities. These programs encourage students to develop an appreciation of literature and to ask thoughtful questions through skillful analysis of text.

Prescott develops a community of strong readers through the NYRA (Norwood Youth Reading Award) initiative and a whole-school shared reading experience. Students are challenged to read as many of the pre-selected texts as possible in twelve weeks. The annual whole school read, helps foster a strong literacy community. Both of these reading forums support peer engagement through discussions about the literature.

Writing for many purposes is emphasized across all disciplines and is used as an avenue for students to express their thoughts, feelings, and experiences while deepening their understanding of content area concepts. Students respond to literature, explain science concepts, and write about historical events from various points of view. Teachers are consistently modeling and developing the writing process with students. The focus is on drafting, editing, revising and publishing expository, persuasive, and narrative writing pieces to align with the Common Core standards.

Students launch each writing task with a set purpose and an intended audience. Teachers provide frequent and specific feedback to help students grow as writers. Teacher and peer suggestions play an integral role in the writing process. Assignment-specific rubrics are used to assess students’ writing following this revision process, Student writers are motivated by numerous opportunities to share their writing with students throughout the school as well as with their loved ones. Publishing parties, living Wax Museums, Google slideshow presentations, and blogs are some of the many ways students present their writing to their audiences.

1b. Mathematics:

Prescott uses the Pearson Envisions 2.0 math program, which is aligned to both Common Core Standards and the Massachusetts Frameworks, but the staff goes far beyond the pages of the program. Teachers use their creativity and the understanding of their students’ needs to adapt and scaffold the core Envisions math lessons. This allows all students to access the content, become confident in the subject area, and present their learning in a meaningful way.

The natural progression of the program supports consistency in language and expectations throughout the grades while still providing teachers with the flexibility to apply their individual teaching styles and strategies to engage all students. Teachers engage students in discussions to encourage them to share their thinking, discuss various strategies for problem solving, and provide struggling learners with guidance to reinforce a new concept. Teachers model with a combination of think alouds, visual supports, and manipulatives.

Prescott teachers take responsibility in providing students with essential foundational skills for math. A hands-on approach is used across the grade levels with implementing math stations to foster group work.

Due to a co-teaching model between general education and special education teachers, small group support is provided for students having difficulty, and allowing the opportunity for enrichment challenges as well. Attention is allotted to all levels of learners. Students participate in games and activities that encourage the discussion of math concepts as well as embedding peer support and encouragement into the stations.

In the classroom the teachers are constantly monitoring student progress, checking in, and assessing their understanding through observations and informal assessments. They then use this information to assign appropriate homework and practice for the students based on their individual needs and level of understanding. In the upper grades, homework is supported with a teacher-made video attached to their Google Classroom that walks the students through one homework problem in order to reiterate the concept from that day's lesson and to provide guided support at home.

1c. Science:

Our innovative science curriculum includes weekly hands-on experiments in which classroom teachers collaborate with the district science center teachers. Children investigate different science topics by asking questions, testing hypotheses, conducting experiments, and recording and sharing results. This collaboration with the district Science Center allows for access to amazing materials, such as a Van de Graaff generator to show static charge, live animals that aid in biology investigations, and an inflatable StarLab observatory to view the constellations right in our gymnasium. Students at every grade level become engineers! In connection with the Boston Museum of Science, students learn about the engineering-design process through the "Engineering is Elementary" units. Students create a blueprint, test their idea, and then make changes to their prototype to make it more successful. These units include wind erosion, water filtration, earthquake shake tables, magnetic levitation, and alarm systems. The Prescott is also fortunate to have a seismograph, where students can actively learn about and plot earthquakes that happen everyday. We have an ongoing relationship with a seismologist from Boston College who collaborates with teachers and instructs the students throughout the year.

Science learning is assessed using a science journal in grades one through five. Each science investigation begins with a guiding question that sets the purpose for the day's lesson. Even our youngest learners quickly gain experience with writing a response to this question at the end of the investigation. Students explain their process, observations, and conclusions through drawings and pictures. Additionally, students in grades three through five are given a multiple choice assessment at the end of each science unit to monitor their progress toward achieving the standards set forth in the Next Generation Science Standards.

1d. Social studies/history/civic learning and engagement

Students work toward mastering the standards set forth in the Massachusetts History and Social Science Frameworks by using a variety of sources. A combination of textbooks, historical fiction, reader's theater, and primary documents are used as well as engaging websites, such as Scholastic Trueflix and American History Stories and Activities. Using multiple sources provides students with the opportunity to examine and dig deeper into these topics from different perspectives.

Norwood's proximity to the locations of so many significant events in the early history of our country gives students the opportunity to extend their learning through field trips and in-service programming in which they can see the history that they have been studying come to life. Students' history experiences include visiting Plimoth Plantation, the Bunker Hill Monument, Boston Tea Party Ships and Museum, and the sights of the Salem Witch Trials.

Students present their understanding of social studies concepts through a wide range of motivating culminating projects and presentations. Students can be found collaborating to create a skit that demonstrates Pilgrim and Wampanoag interactions, writing opinion essays about whether the Redcoats should be prosecuted for the fatalities of the Boston Massacre, using online tools to create sod houses like those built during Westward expansion, and creating Google Slideshows about the European explorers.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

Arts: Norwood has a strong visual and performing arts program that begins in kindergarten. All students participate in art classes on a weekly basis. Through the knowledge acquired with visual arts, students develop skills like perseverance, observation, self-expression, focus, risk-taking, creativity, collaboration, and resilience, and a growth mindset to help them master their techniques. At the Prescott we have a diverse student population, with many families moving into the district from other countries. Many of these students embrace the visual arts and find strength and confidence in their new school. At the Prescott, students are exposed to a variety of art genres including painting with watercolors, ceramics, landscapes and mathematics infused art such as drawing with geometric shapes.

We have multiple art exhibits throughout the school year that tie us to the community. Our students work is shown at the administration building and school committee room, the town public library, a popular coffee shop in the center of town, high school library for youth art month, also our annual fine arts festival which showcases artwork from grades one through twelve.

In regards to performing arts, all students participate in music class weekly. The curriculum gives them a sound basis for furthering their skills and interests throughout their school careers. Instrumental lessons begin in grade three with the recorder. Students in third through fifth also have the opportunity to learn how to play an instrument of their choice with an instructor. At the Prescott, students are offered a various string instruments such as the violin and cello, as well as a full range of percussion, woodwind and brass instruments. Students in fifth grade can choose to participate in honor band and honor chorus. Students who have performed with honor band have won awards in the Great East Festival and Massachusetts Instrumental and Choral Conductors Association.

Physical Education: Physical education and health are taught by the same certified specialist. Students learn life skills such as fitness, cooperation, sharing and sportsmanship. Students are also introduced to a variety of team sports such as basketball, kickball, floor hockey and gymnastics. Students are rewarded for positive behavior through incentives. With support, special needs students participate in an inclusion model of gym alongside their peers. This allows general education students to be peer models for their PACS classmates. The physical education teacher offers a wide variety of equipment to help students with disabilities access the activities. Students also have health class where they have opportunities to research real-life issues such as diseases, cyberbullying, and home alone safety. The specific units taught have been developed and refined over time by our physical education and health team, taking into account best practices and the evolving needs of our students.

Library/Technology/Media: Library classes are taught in an area that combines books and computers. This allows for flexibility in what is taught as well as allowing for the use of technology daily in lessons. Often, the librarian collaborates with classroom teachers to incorporate cross-disciplinary lessons in digital citizenship, research, and technology. The librarian also collaborates with the other elementary library teachers in town on lessons and equipment, thus enabling units on robotics and makerspaces to occur on a yearly basis for all students. The library program works with the public library on reading extension programs (NYRA) and summer reading programs. The school and district administration support our school libraries by providing an adequate budget to provide relevant and recent resources to the library.

Other Curriculum Programs: The Prescott School stands apart in its character building strategies which focus on a different social-emotional theme each month. Themes such as community building, identifying feelings, active listening, assertiveness, problem solving, perseverance, and making a difference highlight remarkable students. Students may be nominated by any staff member, which allows paraprofessionals and specialists to be included in this practice. The nominator then writes a narrative explaining, specifically,

how the student exemplifies the SEL theme. Students receive a letter from the principal and are announced to the whole school to be recognized for their achievement .

All teaching staff has been trained in Open Circle, a Social-Emotional Curriculum, that proactively develops children’s skills for recognizing and managing emotions, empathy, positive relationships and problem solving. The program helps schools develop a community where students feel safe, cared for and engaged in learning. In addition to our ongoing emphasis on creating a welcoming environment for all, for the past decade we have also devoted designated weeks to Bullying Awareness activities and teaching students to be up-standers not bystanders. This year we also participated in “Start with Hello” week to highlight the importance of making everyone feel included. Each teacher understands the importance of this inclusive program and teaches it with fidelity, twice a week, ensuring that the language of the program spills over into daily classroom life. This enables the ideas which are established in the early grades to be fully-developed and built upon in the upper grades, where more in-depth language and concepts are added. Teachers consistently refer to visuals to provide students with positive behavioral reminders, like body language and calm breathing visuals.

3. Special Populations:

In the younger grades, the special education teacher presents explicit instruction in the areas of reading, writing and math. She provides small group support in a resource room model to parallel-teach grade level concepts at a slower pace. Fountas and Pinnell Leveled Literacy Instruction is used to strengthen students’ skills in fluency, comprehension, and decoding in an effort to bridge their independence with the grade level curriculum.

In the upper grades, the special education teacher collaborates with the general education teachers to provide a co-teaching model in 4th and 5th grade in the areas of reading, writing, and math. This model allows for small group intervention in the whole class setting for any struggling learner, regardless of whether or not they have a diagnosed learning disability. The special education teacher also provides small group, pull-out support to preview and reinforce concepts for students who are performing below grade-level. She creates specialized graphic organizers for open response questions to help students prepare to independently access this tool while taking assessments. She provides explicit writing, vocabulary, and reading instruction in a small group setting to support students in strengthening their individual skills towards grade level standards and reinforces this instruction in the whole class setting.

Our PACS substantially separate classroom follows a curriculum focused on core academics, life skills, self-regulation and communication. The programs stays current with assistive and augmented communication appropriate for the students’ current levels. Staff focuses on fitness to improve students’ strength, endurance and motor skills. Students are also teamed with peer mentors to support independent inclusion in the Prescott community.

In the EL program, students are grouped by grade level and English Language Development levels based on ACCESS testing results. At the beginning of the school year, the EL teacher provides the classroom teachers with “Can-Do” charts based on student scores to inform teachers of student ability and potential. Instruction is targeted to boost skills in specific domains. Students whose scores are low in the speaking domain, for example, are given many opportunities to engage in meaningful discourse through gameplay and explicit instruction in academic conversational language, using visual supports such as posters of sentence starters. Other ways we meet the diverse needs of our EL students is to use technology and various apps, such as RazKids and Flipgrid, that allow students to record their fluency, get feedback from the teacher, and access books at their reading level. They can listen to, read, and answer questions about a text. English Language Learners, and students with special needs, have Lexia Core 5 accounts and participate in a Lexia group several times per week. This supports educators in providing differentiated literacy instruction for students of all abilities and targets skill gaps as they emerge. EL students who are struggling with skills in the program are offered a targeted lesson with the EL teacher to remediate. Many of our EL students also demonstrate high levels of performance in core content areas and are provided opportunities to develop their language skills through collaborative group projects, book clubs or demonstrations of interesting concepts presented to their peers. The EL teacher and classroom teachers maintain frequent communication to

discuss student achievements, questions, and concerns. The EL team meets during professional development days to create curriculum aligned with the WIDA standards and targeted to Norwood's specific population of ELs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Prescott Elementary School aims to provide an inclusive setting where both students and staff members feel welcomed, valued, and respected. This is evident daily just by walking through the halls. Students are greeted individually as they get off the bus or enter the building in the morning. Teachers collaborate, share ideas and resources, and work together to ensure that the students needs are being met to the best of our ability, both emotionally and academically. An important aspect of our community is that the staff has direct involvement in the goals and vision of the school. Staff are provided with opportunities to learn from each other through instructional rounds, and teacher-led trainings in different areas of expertise or technology. Staff also meets regularly for group professional development. One of these opportunities is a staff book club, where reading and discussing professional texts have built upon their teaching practices.

Teachers also work together to create a true sense of community for their students. One example of this is with a teacher initiated “Tech-Buddy” program. Teachers and students at different grade levels “buddy-up” to work together on different STEAM programs using various technology. The teachers collaborate in planning the activities and then co-facilitate the lesson with their two classes. Tech-Buddies meet for one class period on a biweekly basis.

One of the core beliefs of the staff is that social emotional learning is as important to the academic success of the students as teaching the core curriculum. The goal is to make the students good citizens and active community members. One way to reinforce this is by recognizing students having the character traits of good citizens. The Prescott has named this student recognition as Always An All-Star. On a monthly basis, students are nominated by their teachers. In addition, the students are provided with ample opportunities to have their voices heard such as becoming a member of the Principal’s Advisory Committee or the School Council.

Every day during the morning announcements all the students in each classroom stand for two very important pledges. The Pledge of Allegiance, which is then followed by the Prescott Pledge. This pledge was created by the student council in 2016. These students worked together to draft, revise, and create this pledge during their monthly meetings. Now, three years later, this pledge is still being recited every day, by every student, in every classroom. It is just one example of how the Prescott students feel united from the moment they start their day and thus building upon a sense of community. The pledge reads as follows:

“At Prescott School we decide every day... to be kind and friendly in every way. Safety and responsibility will always come first. There will never be a day that we will call our worst. With cooperation and hard work we will grow...Respectful actions we will continue to show.”

2. Engaging Families and Community:

Staff members at the Prescott School work hard to create strong home-school partnerships. Parents are the students’ first teachers. Therefore, getting them involved in their children’s education helps students become more successful. Not only does the principal send out a weekly update to families highlighting school activities, upcoming community events, and important deadlines, but several staff members use phone applications such as Remind, Seesaw, and Class Dojo to foster involvement beyond the traditional newsletter. Students also use digital learning platforms to share their school work with families in real time. These visuals initiate conversations at home that extend the student learning and help parents feel like they are a part of the classroom.

In the early spring, teachers nominate their students for the “Pawtucket Red Sox Most Improved Student Award” to celebrate their academic and personal growth throughout the school year. Students get a free ticket to the game and are honored by walking out on the field while their name is read aloud and their picture displayed on the jumbotron. Teachers, friends, and families clap and cheer as these amazing students proudly state their name and school over the loudspeaker.

The Prescott staff strives to teach the students that they are part of a larger community and part of that responsibility is helping out those in need. At Thanksgiving and again on the 100th day of school, the school collects non-perishable food items to donate to the food pantry. Students also send extra Halloween candy and cards to troops overseas. Last year, the P.T.O organized a fundraiser to support a Prescott family in need due to their child's medical treatments. "Stuck for a Buck" ended successfully with 5 teachers being duct taped to the recess wall.

The staff also effectively taps into community resources to help support the school's mission. The fifth grade video club gets a unique opportunity to visit and work at the high school television studio. Norwood Community Media located at Norwood High School is an independent non-profit group that services all parts of the town (schools, government, local news and sporting events). The close relationship formed with these organizations exposes students to state of the art equipment and video production. Students then create an amazing program called "Prescott Press Live" which is broadcasted on local T.V. and in school. This engaging after-school program helps foster leadership skills, teamwork, and creativity. The Prescott's strong ties with the community has been beneficial to the students wherein Science themed literature was donated from Ernie Boch Jr. and most recently a significant book donation was made for the school library from Norwood Hospital.

3. Professional Development:

In alignment with state and Common Core Standards, the Prescott has implemented professional development that fosters student achievement and overall advances the school's knowledge. The staff is committed to being forward thinking in its focus on the specific needs of its students, teachers, and community. As the demographic of the Prescott student body has evolved, the school has worked to enhance teaching styles to provide differentiated instruction based on the individual needs of these changing populations using a variety of multi-modal supports built into daily teaching. Specific strategies that teachers have received professional development on have included the use of Google Classroom to provide high quality differentiated assignments, the utilization of student portfolio systems such as SeeSaw to share their learning and a variety of project based approaches that appeal to student interests.

The Prescott embodies a culture of collaboration and shared learning through the implementation of Instructional Walks throughout its classes. Grade level teachers alongside the principal schedule time to visit and observe each class in the school to see different grades, curriculum, and teaching styles.

Staff members serve on district-wide committees and focus groups from which they gather knowledge and training surrounding important curriculum and educational initiatives. Staff members lead workshops to share this information and provide training for the entire staff. Teachers this year have been presented with various SEL and ELA programs to determine which program will best fit the school population. Prescott teachers also consistently take education courses, attend professional conferences, and take advantage of supplemental training opportunities to support growth and development.

Teachers advise colleagues by helping with troubleshooting, accessing new technology, and providing overall support to continue to strengthen technology connections for students. The school's Google Trainer offers professional development outside of school to keep colleagues updated on the tools in G-Suite. Staff have access to the school's Google technology classroom where links to cutting-edge articles, resources, and teaching materials can be found. These resources enhance student learning in the classroom by building upon teachers' development in the delivery of technology.

Teachers participate in an educational book club to discuss effective and innovative ways to foster student success. They have collaborated to discuss Making Thinking Visible (Morrison, Ritchart, & Church) and Smart But Scattered (Dawson).

Prescott teachers are devoted to supporting both current and future educators and take pride in their positions as role models. Prescott staff facilitates a majority of the teacher-run professional development

workshops in the district. Teachers also mentor high school and college students interested in pursuing a career in teaching.

This investment of personal time speaks to the dedication and commitment that the Prescott staff have, ensuring they are equipped to provide engaging, innovative, and high quality education to all learners.

4. School Leadership:

The Prescott School has been a model for sustained and effective school leadership. Since opening its doors to the students of Norwood in 1958, the average tenure of the principal has been approximately twelve years. At the Prescott, the principal is the sole administrator in the building and is supported by an appointed head teacher and various faculty committees that help advance the mission and vision of both Norwood Public Schools and the Prescott. The Principal generally sees their role as one that provides teachers with the autonomy, respect and resources needed in order to allow for all students to be confident, curious, and caring individuals. The Principal helps to identify potential barriers to success and facilitates meaningful conversations with staff around how to overcome those barriers.

At the faculty level, the principal is charged with developing and implementing systems and structures to support student learning at the highest of levels. The principal leads the professional learning community at the school which includes digging into a teacher selected professional text as well as conducting learning walks with every teacher in the building to build a collaborative instructional community.

Teachers also spend collaborative time on professional development days analyzing student achievement data and establishing clear routines for reteaching, extension or supplemental instruction around specific standards or concepts. One of the strengths of the Prescott team has been the ability to recognize trends in student data and map it back to where the curriculum needs to be strengthened. Teachers then work to gather and develop materials to supplement the core curriculum based on the student data. This has provided teachers with ownership over what they teach and has allowed our struggling learners to gain the skills and confidence needed to move forward.

From a broader community perspective, the Principal works alongside the Parent Teacher Organization to coordinate fundraising opportunities, provide parent learning opportunities and provide enriching experiences for our students. The Principal leverages the extensive network of professionals in the Norwood Public Schools to educate parents around critical areas such as early literacy, mathematics fact fluency and healthy eating standards. This has provided families with an entry point into the community and specific strategies to help their child continue to progress. Finally, the Prescott has a vibrant and effective School Council consisting of teachers, parents and community members who frequently collaborate to refine school policy and align the annual budget to the priorities of the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The Prescott is unique in its forward-thinking commitment to educational technology. Teachers meaningfully incorporate technology on a daily basis. They believe technology to be a vehicle for student learning that fosters engagement, communication, and collaboration. They also feel it highlights the strengths of all learners.

The Prescott has been a leader in the district because of its early adoption of technology. In 2014, staff members attended a leadership consortium at the Google headquarters and received training on Google Classroom prior to its official launch. As a result, the Prescott was able to be the first in the district to utilize Google Classroom as a tool for instruction. All students in grades two through five have Google accounts and are able to sign in and access online resources to create and share documents, conduct research, complete assessments, and prepare slideshows. The Prescott was also the first school in the district to pilot online assessments for PARCC and MCAS.

Students use the digital skills they learned in the classroom and carry these skills into an after school setting during an extracurricular club, creating the 5th grade yearbook. They use technology to organize information and photographs for a company to print with the end result being a professional book that reflects on the school year.

The Prescott was the first elementary school to incorporate video production into learning and enrichment activities. Students produce a television news program and a fifth grade video yearbook. Students film and edit videos using various tools and applications to create a segmented program, which has been featured on our local television channel.

During Digital Literacy Week, the whole school participates in “Drop Everything and Code”. Students showcase their burgeoning coding fluency to complete activities with Spheros, Ozobots, Beebots, Ipads and other online coding challenges.

Older Prescott students mentor younger students as “Tech Buddies,” working together to complete online challenges on Chromebooks or Ipads. For example, fifth graders teach first graders how to create Google Docs and Slides in a fun way to showcase their learning. They are setting the younger grades up for success in accessing these tools for independent assignments in upcoming grades.

The Prescott staff actively seeks ways to creatively and effectively infuse technology in learning. Staff members have welcomed the opportunity to attend and facilitate workshops at technology conferences such as MassCue, Googlepalooza, and EdCamp. The Prescott has proven to be the district leader in the area of educational technology, and has been the host school for several technology professional development days, as the majority of the workshops were run by Prescott teachers. This commitment to innovative approaches to infusing technology in learning is evidenced by the technological proficiencies and success of Prescott students.