



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Sam FanFan

Delivering on High Expectations and Outstanding Results for All Students

Burncoat Prep Plan to Improve Student Outcomes

This Plan to Improve Student Outcomes defines the school's mission, vision, and key strategies for the school year. This plan is aligned to the Worcester Public School Coherence Framework and is organized around the four core practices of Leadership Practices, Positive Climate and Culture, Specific Student Supports, and Intentional Instruction.



Burncoat Prep North Star

A school's North Star is the school's mission and vision to equip all students with the skills, competencies, and mindsets needed to be successful. It is grounded in data, stakeholder engagement, and vision for graduates of the school.

Burncoat Prep will design an instructional program that is driven by UDL strategies and social emotional learning in order to provide students with the ability to take ownership of their learning and connect their knowledge and skills to the real world. All students will leave Burncoat Prep with the confidence, tools, and strategies to become life-long learners.

Burncoat Prep Plan to Improve Student Outcomes

School growth planning is an essential part of continuous school improvement. Setting expectations and strategically working to advance the school's North Star vision is what can lead to change for the better. This Plan to Improve Student Outcomes lays out the school's intentions for the strategies it will use, actions they will take and the anticipated outcomes. The school's instructional leadership team leads the work.

School Instructional Leadership Team Members			
Name	Position	Name	Position
Dr. Sam FanFan	Principal	Emily Galante	Intermediate S.T.E.P. Teacher
Jennie Caplan	Assistant Principal	Megan Scully	Kindergarten Teacher
Kristie Santos	Focus Instructional Coach		
Beth Szalankiewicz	Focus Instructional Coach		
Kristie D'Elia	Sixth Grade Teacher		
Tara Reilly	First Grade Teacher		
Karissa Lavoie	Second Grade Teacher		
Caitlin Lyons	Fourth Grade Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	19	February	13
October	24	March	13
November	14	April	10
December	NA	May	8
January	30	June	7
		<i>Summer Planning Session</i>	<i>if applicable</i>

Burncoat Prep Plan to Improve Student Outcomes

The school priority goal is the focus that drives the improvement work during the school year. It is based on a review of data from the priority school. The following pages contain plans for each core practice that when implemented, should lead to improvements associated with the priority goal.

School Priority Goal(s) for School Year 2022-2023

Burncoat Prep will increase the number of students that are on grade level in all content areas

- We will address phonics and reading comprehension to increase the percentage of students at or above the district proficiency benchmark as measured by the STAR assessments
- We will modify learning intentions to include language expectations across all content areas.
- We will modify lesson plans to include weekly writing opportunities across all content areas with a strong focus on language standards.
- We will implement a Math Workshop model to improve both tier 1 and tier 2 math instruction in all grade levels.

Key Data and Rationale for Priority Goal(s)

- Writing is an area for growth based on MCAS data (range was from 2-27% correct in MCAS writing grades 3-6)
- 4 of the 9 Reading Anchor Standards had a large school/state difference across grades 3-6.
- 3 of the 5 Language Anchor Standards had a large school/state difference across grades 3-6.
- Across all of the MCAS math domains, there is a large discrepancy between the school/district and the state.

Our End of Year Data Review indicated a need for analysis of the reading and language anchor standards within our professional development program.

Across our academic data we identified a need for students to have more authentic opportunities to use language and writing across the content areas. Our past instructional practices have not provided enough of a focus on integrating language expectations across all content areas.

Within our math data we identified a need to improve both tier 1 and tier 2 math instruction. We will create professional development opportunities around the Math Workshop model.

Burncoat Prep Plan to Improve Student Outcomes

LEADERSHIP PRACTICES

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Our Vision for Leadership Practices

Our leadership team fosters a culture of support and a focus on helping students and staff continually reflect, learn, and grow. The leadership team has developed a thorough structure of school-wide teams and PLCs. Our school has several teams that meet weekly; Administrative Team, Instructional Leadership Team, SEL Team, PBIS Team, and Grade Level Teams (TMSN and MLE included). School teams will use student data and evidence based practices to drive academic and social emotional support.

Aspiration for 2022-2023 School Year

1. To create a cohesive instructional framework K-6, the Instructional Leadership Team will observe in classrooms and collect evidence of implementation of instructional practices that impact student learning.
2. To have an Instructional Leadership Team that researches and pilots best practices for reading and writing instruction and shares findings with the whole staff.

Strategies for Leadership Practices

1. Enhanced teacher PLC meetings
2. Build a culture of collaboration and support
3. High-functioning ILT

Measures of Success and Desired Outcomes

- PLC meeting minutes will reflect clear decisions and next steps
- Teachers will report an increase in collaboration with the leadership team
- ILT meeting minutes reflect commitment to school priorities, clear decisions and next steps
- ILT members will report greater levels of ownership of their leadership role

Burncoat Prep Plan to Improve Student Outcomes

POSITIVE CLIMATE AND CULTURE

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Our Vision for a Positive Climate and Culture

Our school's climate and culture is designed to fully support the cognitive, social, interpersonal, and emotional development of all students. With a focus of each student gaining the capacity and competencies necessary to engage their full self in a learning environment. We strive to foster a welcoming and inclusive environment for staff, students, and Burncoat Prep families.

Aspiration for 2022-2023 School Year

We will continue to build a safe and caring school environment. We will continue to create robust family and student engagement efforts to develop the relationships that underpin a strong school culture.

Strategies for Positive Climate and Culture

1. Increase family involvement
2. Attendance Team that Identifies Root Causes
3. School-wide use of PBIS

Measures of Success and Desired Outcomes

- An increased number of parents and families engaged in school site council
- A reduction in severity of chronic absence
- Use of a data tracker on the root causes of absences
- A reduction in the number of discipline referrals
- Incorporation of a rich positive learning environment
- An increase of positive incentives in each classroom

Burncoat Prep Plan to Improve Student Outcomes

STUDENT SPECIFIC SUPPORTS

The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.

Our Vision for Student Specific Supports

We will develop a robust MTSS that identifies students in need of academic, social-emotional, and behavioral support. We will implement the DCAP and provide timely support to students as they need so that they all make progress.

Aspiration for 2022-2023 School Year

All students will access grade level content and be able to apply their learning. We will focus on a structural change for identifying student needs and monitoring progress using the DCAP as a guiding framework.

Strategies for Student Specific Supports

1. Implement UDL Strategies for core instruction
2. Identify students who need tiered support
3. Establish a clear school wide system for monitoring tiered supports and student progress

Measures of Success and Desired Outcomes

- Learning walkthroughs that showcase UDL strategies integrated throughout instruction
- Fewer students identified as “intervention” or “urgent intervention” in STAR reading and math
- A reduction in special education referrals
- Student data will show growth in Math and ELA

Burncoat Prep Plan to Improve Student Outcomes

INTENTIONAL INSTRUCTION

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

Our Vision for Intentional Instruction

Burncoat Prep will increase the number of students that are on grade level in all content areas.

- We will address phonics and reading comprehension to increase the percentage of students at or above the district proficiency benchmark as measured by the STAR assessments
- We will modify learning intentions to include language expectations across all content areas.
- We will modify lesson plans to include weekly writing opportunities across all content areas with a strong focus on language standards.
- We will implement a Math Workshop model to improve both tier 1 and tier 2 math instruction in all grade levels.

Aspiration for 2022-2023 School Year

We will focus on increasing the number of students that are on grade level in all content areas.

Strategies for Intentional Instruction

1. Modify learning intentions to include language expectations across all content areas.
2. Modify lesson plans to include weekly writing opportunities across all content areas with a strong focus on language standards.
3. Implement math workshop models to improve both tier 1 and tier 2 math instruction in all grade levels.

Measures of Success and Desired Outcomes

- Learning walkthroughs that showcase language expectations and writing across all content areas as well as effective use of a math workshop model
- All lesson plans will include language expectations and writing opportunities
- Student data will show growth in Math and ELA

Burncoat Prep Plan to Improve Student Outcomes

Notification

As part of the planning process, Worcester Public Schools considers the coordination and integration of federal, state and local services and programs. In addition:

- Elementary schools should also reference the transition plans for assisting preschool children in transitioning to the school-wide program plans; and
- Secondary schools should also reference transition plans for assisting grade 7 and 9 students in transitioning to the new school.

Coordination and Integration of Funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction and materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities. Title IV A, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college and career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another. Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students. Title II, coordination of professional development for all college and career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college and career readiness contractual service provider at our vocational-technical high school.

Burncoat Prep Plan to Improve Student Outcomes

Worcester Public School Transition Plan for Assisting Preschool Children (Elementary only)

Worcester Public Schools (WPS) support a transition plan for assisting preschool children to school-wide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into school-wide Title I programs.