



## Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez  
Principal: Noeliz Irizarry

*Delivering on High Expectations and Outstanding Results for All Students*

### Chandler Magnet 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.



#### Chandler Magnet 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.*

To provide a safe, accepting, and collaborative learning environment that helps all students unlock their potential academically, socially, and emotionally. To create an environment that embraces diversity and views culture and language as an asset in achieving success.

To provide a safe, accepting, and collaborative learning environment in which language and culture is embraced as an asset and collectively works towards a common goal of unlocking student potential and achieving academic, social, and emotional success.

## Chandler Magnet 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
Ann Villareal	Art Teacher	Deb Rossmeisl	Music Teacher
Kimberly Tornatola	Primary Teacher	Mary Mara	Preschool Teacher
Kristyn Buzzell	Moderate Special Needs	Ashley Veras	Primary Teacher
Molly Farrell	Intermediate Teacher	Veronica Wheeler	Focused Instructional Coach
Beatriz Portero De Pradena	Bilingual Primary Teacher	Rachel Savage	Focused Instructional Coach
Nicole Cote	English Second Language Teacher	Stacey Jacobson	Interventionist
Kirianna Heisler	English Second Language	Noeliz Irizarry	Principal
Rachel Gately	Intermediate Bilingual Teacher	Lisa Gatsogiannis	Assistant Principal, Intern

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	12th	February	14th
October	10th	March	14th
November	14th	April	11th
December	11th	May	9th
January	10th	June	13th
		<i>Summer Planning Session</i>	<i>if applicable</i>

## Chandler Magnet 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 prior 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

Students will show measurable growth in their ability to identify, understand, and compute fractions and ratios as determined by each grade level's state standards.

Students will make over a year's growth in literacy.

### Key Data and Rationale for Priority Goal(s)

We are focusing on high-leverage standards that need to be strengthened across grade levels.

## Chandler Magnet 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

To foster a respectful, transparent, and collaborative community that utilizes individual strengths to achieve our priority goals through data collection and analysis to inform instruction.

#### Aspiration for 2022-2023 School Year

Culture collegial collective inquiry. All teaming structures will function collectively to assure equal access to education.

#### Strategies for Leadership Practices

Highly Effective PLCs

#### Measures of Success and Desired Outcomes

Student growth on focus standards. Benchmark assessments developed by vertical teams.

## Chandler Magnet 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

Foster an environment where students and staff feel safe and are encouraged to take innovative risks. Cultural identities are celebrated and nurtured within a socially equitable environment by students, staff and stakeholders.

#### Aspiration for 2022-2023 School Year

PLC - taking innovative risks in ensuring equitable access to education, regardless of programming and native language

PBIS - Predictable routines and expectations support all students to feel a sense of belonging and purpose

#### Strategies for Positive Climate and Culture

PLC: Consensus and collaborative development of PLC practice and goals

PBIS Leverage current PBIS team to develop predictable, data-based processes

#### Measures of Success and Desired Outcomes

PLC: Quarterly self-assessment as defined in professional practice goal

PBIS: Students gain increasing access to PBIS leveled rewards, signaling familiarity and internalization of current routines and expectations

## Chandler Magnet 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

Provide equitable opportunities to learn for all students.

#### Aspiration for 2022-2023 School Year

- PBIS: provide tier-two supports, so that students may access same rigorous content as peers
- MTSS: Implement a multi-level tiered academic support model that preemptively identifies students in need of tiered literacy support

#### Strategies for Student Specific Supports

- Leverage SEL team to provide effective and fluid tier-2 support
- Implementation of school-wide multilingual literacy intervention block

#### Measures of Success and Desired Outcomes

Behavior data tracking, SEL notes, increasing number of tier-two students who are re-identified as tier- one

BAS, ARC/ENIL, STAR

## Chandler Magnet 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

Strengthen tier 1 instruction.

#### Aspiration for 2022-2023 School Year

Utilize current instructional framework to provide professional development, targeted feedback, and tiered coaching and instructional support.

#### Strategies for Intentional Instruction

- Develop common understanding of instructional framework
- Use instructional framework data to provide professional development and job-embedded supports
- Measure effectiveness against academic performance

#### Measures of Success and Desired Outcomes

- STAR Annual Growth Report Unified Scale (English, Spanish). Appropriate growth defined as 50SGP (high growth, low achievement; high growth, high achievement)

# Chandler Magnet 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.



## Chandler Magnet 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.