City View Discovery School’s 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.
City View Discovery School’s Plan to Improve Student Outcomes

City View Discovery School’s 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.

Vision: City View Elementary School provides a welcoming and inclusive learning environment for students, parents, and caregivers by using best practices for instruction and community engagement that uphold the uniqueness, diversity, and values of our students and their families. We are committed to having all our students graduate with the academic and social skills needed to succeed as lifelong learners.

Mission Statements

- We are committed to providing all students with an academically rigorous and rewarding learning experience that prepares all students to have success in middle school and beyond, demonstrated by students having the academic skills needed to succeed and the ability to advocate for their own education.
- We endeavor to create a school community in which all leaders, teachers, parents, and students have high expectations for themselves and for all stakeholders in the school.
- We empower our students to know how to advocate for themselves and to have a sense of agency and urgency for and own their own learning.
- We employ instruction and learning opportunities so that all our students can engage in challenging, real life problems and experiences, where they can learn collaboratively, and can choose different ways of demonstrating their learning.
- We use best practices that respect and uphold the uniqueness, diversity, and values of our students and their families.
- We cultivate a professional environment that values and demonstrates collaboration and teamwork through inclusive teacher teams who engage in meaningful lessons and team planning.
- We value and cultivate creativity and a passion for learning among students and staff, characterized by trust and respect.
- We provide a welcoming environment for all staff, parents, and students that is full of positive energy, sharing and positive actions by partnering with, listening, respecting, and involving families and caregivers in the collective education of their children.

1 What this means: (1) We use best practices and data to inform curriculum and instruction decisions with all students in the center and (2) We differentiate and supplement curriculum and instruction to meet the needs of all students.
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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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Greg Tremba</td>
<td>Principal</td>
<td>Alyssa Trybus</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Erin Derr</td>
<td>Assistant Principal</td>
<td>Erin Macora</td>
<td>6th Grade Teacher</td>
</tr>
<tr>
<td>Melissa Sleeper</td>
<td>Focused Instructional Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joshua Cohen</td>
<td>Focused Instructional Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jonida Eski</td>
<td>English as a Second Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eric O’Connell</td>
<td>Special Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elizabeth Marszalek</td>
<td>1st Grade Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mackenzie Satalino</td>
<td>4th Grade Teacher</td>
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</tbody>
</table>

### School Instructional Leadership Team Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Month</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>7, 21</td>
<td>February</td>
<td>7</td>
</tr>
<tr>
<td>October</td>
<td>5, 7</td>
<td>March</td>
<td>8, 22</td>
</tr>
<tr>
<td>November</td>
<td>9, 22</td>
<td>April</td>
<td>5</td>
</tr>
<tr>
<td>December</td>
<td>7</td>
<td>May</td>
<td>3, 31</td>
</tr>
<tr>
<td>January</td>
<td>11</td>
<td>June</td>
<td>7</td>
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*Summer Planning Session* if applicable
## City View Discovery School’s 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 priori 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

1. By implementing a robust and well defined system of core instructional practices that focus on the writing process and writing across all content areas that targets and supports all students, we will see measured improvement in the academic achievement of all learners.
2. By creating highly structured content teams, we will foster a sense of belonging that empowers all City View stakeholders to develop a strong culture that will result in increased educational success.

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

| MCAS Accountability Level is 12% |
| Strengths- ELA SGP is 49.6%; Math SGP is 54.5% |
| EL proficiency rate is 59.3% (+10%) |
| Science achievement levels increased to 477.3 (+1.8%) |
| Student subgroups percentiles: English Learners 28%; African Americans 32%; Hispanic Latinos 31% |

**Areas of Growth** - limited high achievement in ELA, Math, and Science

- Low subgroup performance for white students 12%
- ELA Achievement levels dropped to 479.1 (-10.3)
- Math Achievement levels dropped to 476.5 (-8.6)

**STAR Data**

- Reading proficiency for SY23 Fall is 28.9%; Reading SGP SY22 was 68.5%
- Math proficiency for SY23 Fall is 32.7%

*High Functioning Teams* - as our school culture shift continues to trend towards collaboration and positivity, we will improve our teaming structures to increase functionality

*Core Instruction* - as we clearly define core instructional practices and embed writing across all content for all students, we will increase achievement levels for City View learners

*Students Specific Supports* - as we develop a system for organizing and deploying instructional and supportive resources, we will be able to meet the needs of all learners promoting positive outcomes
# City View Discovery School’s 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

By creating Functional Teams, stakeholders will be empowered to define, plan, implement and measure a common set of objectives that will build capacity to reach school wide measurable outcomes.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Leadership Practices</th>
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<tbody>
<tr>
<td><strong>ILT meetings will use protocols</strong> that offer structured processes to support focused and productive conversations, build collective understanding, and drive school improvement</td>
</tr>
<tr>
<td>All teaming structures will have a set agenda that will be focused on instructional priorities and data analysis leading to defined actions.</td>
</tr>
<tr>
<td>Grade Level Teams will collaborate intentionally on planning high quality lessons, Formative Assessments; Data analysis of students’ performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
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<tbody>
<tr>
<td><strong>To have a high-functioning and effective Instructional Leadership team that:</strong> (1) uses set agendas and agreed upon protocols that develop targeted actions to guide our next steps; (2) is focused on specific issues and reaches outcomes; and (3) is responsible for defining, implementing, and assessing high quality instructional practices.</td>
</tr>
</tbody>
</table>

For Grade-Level teams to engage in effective collaboration leading to: (1) Lesson plans that are coherent, consistent, rigorous, and standards based, and aligned with one another; (2) the development, implementation, and analysis of common assessments; (3) collaboration and problem solving by examining student work, examining formative data, and student writing samples.

### Measures of Success and Desired Outcomes

- Agendas; protocols; school-wide data, walkthrough document
- Agendas; evidence of student work; data analysis
- Agendas; Lesson Plans; Formative Assessments; Rubrics; Student work samples; Data analysis - corrective actions when necessary
# City View Discovery School’s 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

City View Discovery School provides a welcoming and inclusive learning environment for students, parents, and caregivers by using best practices for instruction and community engagement that uphold the uniqueness, diversity, and values of our students and their families. We are committed to having all our students graduate with a sense of belonging with the academic and social skills needed to succeed as lifelong learners.

### Aspiration for 2022-2023 School Year

To increase a sense of belonging, we will prioritize a welcoming and inclusive educational environment that will empower our students to advocate for themselves and to have agency and urgency for their own learning. By providing targeted family and student engagement opportunities, we will illuminate the core concept of respect while upholding the uniqueness, diversity, and values of our students and their families.

### Strategies for Positive Climate and Culture

- Increase parent engagement opportunities by hosting after/before school events; all events and information will be presented in parents’ native languages.
- Empower our Behavior Success Team to develop consistent and respectful expectations for all students and adults; identify and develop structures and resources that support all students and families.
- Creation and support of a Student Leadership Council.

### Measures of Success and Desired Outcomes

- Turnout rates will be tracked and feedback forms will be provided after each event.
- Each classroom will identify clear expectations for student behavior through a schoolwide Character Education Program and students will be identified that require more specialized interventions.
City View Discovery School’s Plan to Improve Student Outcomes

Exit slips and writing samples will be reviewed to measure the effectiveness of the Character Education Program.

Monthly celebrations to acknowledge students' success.

Maintain the High Priority Students’ spreadsheet while making ongoing adjustments based on social-emotional and/or behavioral data.

Students will participate in the school based decision making process; council meeting minutes will be reviewed and shared.
# City View Discovery School’s 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

By creating a system for organizing and deploying instructional and supportive resources that are equity based and fluidly distributed to any student intentionally as a result of a data-informed need, we will be able to effectively meet the needs of all students.

### Aspiration for 2022-2023 School Year

**Identified** students will be provided with intensive instruction matched to their needs on the basis of levels of performance and rates of progress. This process will include intervention groups, with the goal to move students toward being on or above grade level in Literacy.

### Strategies for Student Specific Supports

- Intervention teachers will meet with Coaches and Administration every 5 weeks to review student progress and adjust groups as needed. This teaming structure will review running records used to make the eligibility decision. Instructional Assistants will be trained in phonics instruction to be able to work with tier 3 students in grades K-6. Intervention teachers and instructional assistants will deliver Leveled Literacy Intervention (LLI) to targeted students.
- High Quality Tutoring
- Classroom teachers will implement MTSS tiered supports.

### Measures of Success and Desired Outcomes

Students’ progress will be measured by BAS - running records that are done every 5 weeks.

Student progress will be measured by Quick Phonics Screener every 5 weeks.

Ongoing progress monitoring

Running Records

Catapult reading tracking system (DIBELS)

Regularly scheduled SSP Meetings

Ongoing progress monitoring
## INTENTIONAL INSTRUCTION

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

### Our Vision for Intentional Instruction

To strengthen core instruction so that all teachers are providing standards-based instruction, including proper supports/interventions and assessments.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Intentional Instruction</th>
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</thead>
<tbody>
<tr>
<td>• require students to write across all content areas</td>
</tr>
<tr>
<td>• Develop a measurement system to determine next steps for students</td>
</tr>
<tr>
<td>• Use Depth of Knowledge to Increase instructional rigor for all of our students.</td>
</tr>
</tbody>
</table>

- Establish a set of high-quality instructional practices that address a wide array of learners with an emphasis on reading and writing.
- Continuously improve Teacher capacity and skills to support all learning.
- Coherence of planning and delivery of instruction to minimize variability of learning outcomes.
- Implement a set of Evidenced Based Best Practices.
- Leverage Professional Learning Communities and Grade Level Planning Meetings to improve student achievement.

### Measures of Success and Desired Outcomes

- Teacher created rubrics; student journals/notebooks
- Grade Level Standards Tracker; Formative Assessment; Student Writing Samples
- Lesson Plans; Writing Prompts; Formative Assessments
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**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.
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**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.